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ABSTRACT

The manual was developed through the combined efforts of the Maine University College of Education staff after carefully assessing the suggestions of Maine teachers who participated in a series of workshops conducted in the spring of 1974. It provides guidelines for planning a series of inservice training sessions for infusing career education concepts into the K-12 curriculum. The inservice program contains nine modules covering: (1) career education: historical antecedents (four lessons); (2) career development in the school (four lessons); (3) working with self-concept (one lesson); (4) career education in the elementary school (one lesson); (5) career education in the secondary school (one lesson); (6) strategies and practices for implementing career education (one lesson); (7) community involvement in career education (four lessons); (8) career education and economic education (one lesson); and (9) evaluation strategies in career education (three lessons). For each module a brief discussion of the main topic, goals, and lessons are provided. Each lesson outlines the goals, content, workshop leader activities, lesson resources, and recommended time. Charts, diagrams, learning activities, and evaluation procedures are interspersed throughout the document. A six-page career education bibliography concludes the document. (BP)

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TEACHER TRAINING
FOR
CAREER EDUCATION

TRAINER'S MANUAL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

The challenge of career education as a force for re-structuring the educational goals of American public schools continues to grow. In Maine, local education staff have initiated a variety of efforts to infuse and install career education concepts within the school. Curriculum planners, teachers, school counselors, and administrators have requested both State Department of Education and College of Education Staff to provide consultant help in developing career education installation plans. The number of requests have exceeded the capacity of both the State Department and College faculty in conducting in-service training sessions. It is the purpose of this Trainer's Manual to provide in-service training content and procedures for those school systems desiring to initiate a career education program.

For too long the practicing classroom teacher has been asked to participate in an endless variety of in-service workshops that have either been suggested or imposed from non-school sources. We view this Manual as a vehicle for helping curriculum planners and in-service planning committees within each local education agency plan, direct, and evaluate their own efforts. The Manual provides guidelines for planning a series of in-service training sessions for infusing career education within the school, grades K to 12. The Manual is correlated with the Career Education and Maine Curriculum Guide, 1973 and accompanying informational brochure. Career education will not just happen--it will be infused as a result of hard work and careful planning by Maine teachers.

This manual was developed through the combined efforts of College of Education staff after carefully assessing the suggestions of Maine teachers who participated in a series of workshops conducted in Spring, 1974. Suggestions were received from 246 teachers regarding their competency needs for developing career education in the classroom. It is hoped that this Manual will provide the essential content for developing career education in Maine schools. It is a good beginning, but we have much to do before career education in grades K to 12 is a reality. To all educators who offered suggestions for the content of this Trainer's Manual our sincere thanks. Comments or suggestions from users of the Manual are welcome, and should be addressed to the senior author.

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November 1, 1974

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Module I: CAREER EDUCATION: HISTORICAL ANTECEDENTS

Career education purports to offer a "new" system of educational practice and belief for teachers and students. The risk inherent in such a supposition would lead educational practitioners to disregard previous historical efforts to infuse the curriculum with cognitive and exploratory career development activities. Early educational theorists and practitioners were involved in viable attempts to relate school and community learning activities. Contemporary career education theory attempts to integrate in-school and out-of-school learning experiences.

Career Education elements in early education practice were scattered over a period that encompasses almost 300 years. Early career education practices suggested that preparation for a successful working life was as essential as preparation for appreciation of the cultural arts.

Educational practices in the period prior to 1972 were limited to either classical subjects or vocational courses. Students were permitted little opportunity to merge the best elements of each into a program to meet their unique needs. The "Progressive Era" and the project method of the 1930's and 1940's permitted the student to acquire a limited number of "hands on" work experiences, but rarely were these experiences carefully articulated and reflected on in a consistent manner.
A majority of our early schools, colleges, and technical institutes were single track institutions with little opportunity for experiencing a wide variety of learning-earning tasks. The purpose of this module is to expose the school teacher to some of the historical career education practices and theories that lend substance to current educational efforts.

GOALS:

1. To present each teacher with a broad overview of the antecedents of career education.
2. To identify the contributions of early educational commentators prior to 1960.
3. To identify early educational practices that facilitate career education in the schools.

LESSONS:

The lessons for Module I are organized to facilitate the implementation of each goal. Each lesson is briefly described to facilitate instructional planning. All modules in the Trainer's Manual will have one or more lessons that could be used in the in-service training program.

LESSON: I - 1

Historical Beginnings Of Career Education

GOAL:

To present each teacher with a broad overview of early educational practice and theory that illustrate career education.

CONTENT:

I. Educational practices in the period 1600 to 1960. A brief overview of the school-based educational practices will suffice to alert teachers to early career education efforts.

A. Colonial Period to 1750: Compare and contrast the Latin Grammar school and the Apprenticeship school.

B. Post-Revolution Period to 1820: The Public Academy and the Common school focused on a broad curriculum of arithmetic, science, English, classical subjects and practical arts.

C. Various Instructional Schemes 1820-1900:

(1) Johann Pestalozzi - The Pestalozzian influence urged the use of plants, animals, special methods, tools, drawing, modeling, music, and geography to provide each child with an active, experiencing education.

(2) Friedrick Froebel (1782-1852) urged the school to focus on play, activity, songs, and games as important variables in self-expression. A later outcome was an emphasis on studying the local environment (1880's) and solving practical problems in science, arithmetic, to facilitate doing rather than passive listening.

D. Educational Change in the Industrial Era: 1900-1960:

(1) Change factors in the 1900's: It is important that the impact of urbanization be related to home, recreation, and social needs of an industrial nation.

(2) Education responded with a variety of programs and practices. For example:

a. Adult Education
b. Education for the Handicapped
c. Vocational-Technical Education
d. Evening School, Summer School, Correspondence and Extension Courses

WORKSHOP LEADER ACTIVITIES:

I. Discussion and exploration of educational practices prior to 1960. Use the following questions.

A. In pre-1960 America "learning by doing" was an important factor in a child's education. What factors led to the heavy emphasis on cognitive learning in the post-1900 classroom?

B. What were the goals of the Public Academy and Common School?

C. Identify three career education practices that influenced educational practice prior to 1900.

D. What technological factors exerted pressure on the school to install more practical learning in the curriculum?

E. What factors influenced the passage of the Morrill Act, 1862? What factors make this Act the most important education legislation prior to 1900? The Morrill Act established land-grant state universities, i.e. The University of Maine at Orono, 1868.

F. To what extent was career preparation a goal of education in the colonial period? Did education contribute to this goal or hinder it?

G. What might have happened in America if the schools had retained a social class distinction, e.g. education for the few? Would career preparation have been available to the majority of Americans?

H. What factors in pre-1900 America influenced the need for a broadly based high school curriculum? For example, the elective system was one out-growth of curriculum development prior to 1900.

I. It is argued that the youth of mid-nineteenth century learned most of what he needed to know for career entry from out-of-school agencies and comparatively little from school itself. Has this situation persisted or changed in contemporary America?

J. What career entry skills were needed by youth in the period 1800 to 1900? Has this changed in 1970?

K. Plan a small group session to discuss early career education practices and the implications for education in contemporary America.

L. Discuss the decline of the academy as a vital force in American secondary education and the rise of the public secondary school (a comprehensive curriculum).

LESSON RESOURCES:

Butts, R.F. and Cremin, L.A. A History of Education in American Culture. New York: Henry Holt and Company, 1953.

Herr, E.L. Review and Synthesis of the Foundations of Career Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, March 1972.

RECOMMENDED TIME:

30 MINUTES

LESSON: I - 2

Educational Historians

GOAL:

To identify the contributions of early educational commentators prior to 1960.

CONTENT:

I. Educational Commentators, 1600 - 1960: The concepts and practices of previous educational thinkers need to be illustrated to provide a substantive base for new career education concepts.

A. William Penn, Frame of Government, 1682. Children should be taught a trade, i.e. mathematics, shipbuilding, agriculture.

B. Benjamin Franklin, The Public Academy, 1751. The test of true education is whether it is useful to man. The curriculum should prepare children for multiple skills. A strong vocational motive infused into the curriculum, i.e., The study of accounting, languages for the professions of medicine and law, business, the ministry, agriculture, the history of technology, and art (for shipbuilder or artist).

C. Robert Owen, Public Education, 1830. A series of essays that argued for universal education for all children. Children should be prepared to compete on a plane for success in the work world.

D. Horace Mann, 1796 - 1859. Led the struggle to organize the curriculum around civic, social and character needs of all pupils. Education should be universal, non-sectarian, and free.

E. Frank Parsons, Choosing a Vocation, 1909. Suggested that schools should provide youth with an interpretation of their aptitudes, interests, and the correlation with various career opportunities. Parsons argued for intense career counseling by teachers and counselors.

F. John Dewey (1857 - 1952) suggested that acquaintance with social institutions and industrial processes take place by actual living and working. Education must include play,

construction, use of tools, "hands-on" activities, and community involvement. An experience curriculum would include manual arts (industrial arts) in the elementary school.

WORKSHOP LEADER ACTIVITIES:

I. Review the contributions of William Penn, Benjamin Franklin, Robert Owen, Horace Mann, Frank Parsons, and John Dewey.

II. Review the following questions:

A. What social and economic factors were influencing men such as Franklin, Mann, and Parsons to argue for the inclusion of "doing" activities in pre-1900 school curriculum?

B. What factors have impeded community involvement in the schools?

C. What might have happened in America if the early concepts of career education had been implemented?

III. Divide the class into two or three small groups for discussion of early career education practices and how they conflict with the idea of a classical or liberal education. It is expected that the students will be able to discuss historical career education practices after reading Taylor, R.E.: "Perspectives on Career Education," and Herr's monograph.

LESSON RESOURCES:

Butts, R.F. and Cremin, L.A. A History of Education in America (specifically Chapters 4, 8, and 12). New York: Henry Holt and Company, 1953.

Herr, E.L. Review and Synthesis of Foundations for Career Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, March 1972.

Taylor, R. E. Perspectives on Career Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, April 1972.

RECOMMENDED TIME:

30 MINUTES

LESSON: I - 3

Leglislative Influences on Career Education

GOAL:

To identify early educational practices that facilitate career education in the schools.

CONTENT:

A discussion of philosophical issues and questions in relation to early career education practices would be appropriate.

I. Several topics of relevance would be:

A. Man in a Working World

B. Practical vs. Classical Education

C. Implications of early career education practices and present educational efforts.

D. The American Work Ethic

It is vital that teachers be alerted to the conflicting views of early education practice on what and how children learn.

II. Early efforts to legislate career education -- a review of legislative efforts that mandated career education:

A. The Morrill Act of 1862 provided federal funds to establish agriculture and mechanical colleges for a wider segment of Americans. Training in engineering, agriculture, and other practical subjects became available for increasing numbers of Americans.

B. The Hatch Act of 1887 provided funds to improve and increase research and experimentation in agriculture. The impact on secondary education was to stimulate programs for agriculture, engineering, and applied science as preparation for careers in these areas.

C. The Smith-Lever Act, 1914, was passed to encourage the diffusion of ideas and materials as related to agriculture and home economics. Lecture, classes, conferences, publications and demonstrations were conducted in school to reach the people who were <u>not</u> attending college.

D. Legislative Acts, 1950 - 1970. A variety of legislative programs provided for in and out-of-school efforts to remediate and develop skills necessary for an industrial nation.

(1) The National Defense Education Act, 1958, funds for improving science and mathematics preparation of bright secondary school youth. The NDEA supported training of school counselors who would alert youth to career opportunities in science, mathematics, and engineering.

(2) The Manpower Development and Training Act, 1960, provided compensatory education and training for out-of-school youth and adults. Vocational training was provided in business education, industrial arts, vocational education (automotive), and remedial work in English, mathematics, and guidance.

E. The Vocational Education Act, 1963, amended 1968, was a massive attempt to revitalize vocational education and bring training to handicapped, disadvantaged, and other school age youth. The philosophy inherent in the Vocational Education Act suggested a need to provide all citizens with vocational training or retraining in the local community. The act implies that the heavy emphasis on cognitive learning in the schools was not meeting the needs of many citizens. Vocational education was envisioned as a blending of academic and practical learning to provide each citizen a marketable skill in the work world.

WORKSHOP LEADER ACTIVITIES:

I. What factors have contributed to the relative ineffectiveness of educators in introducing legislation to change school practices? Conduct a discussion.

II. What factors have worked to limit the development of psychomotor and affective learning activities in the schools?

III. What were the social or economic factors that influenced our legislative efforts prior to 1960 to introduce career education?

IV. Have each teacher review one legislative act and describe in a written essay the implications for developing career education in contemporary schools.

LESSON RESOURCES:

Herr, E.L. Review and Synthesis of Foundations of Career Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, March 1972.

RECOMMENDED TIME:

30 MINUTES

LESSON: I - 4

A Contemporary Definition of Career Education*

GOAL:

To describe a comprehensive and integrated approach for career education.

CONTENT:

Such an approach would draw upon the strength of general education, vocational education, and guidance approaches in creating a sequential, comprehensive, and integrated career education program for each educational level (K-3; 4-6; 7-9; 10-12; and post-secondary). It seems likely that the task of career education can best be accomplished by leadership teams composed of vocational educators, counselors and academic teachers. The separate approaches when integrated into a single approach would offset many of the present limitations of each.

Objectives of a comprehensive and integrated approach stress broad goals essential to the facilitation of self-development. The goals include:

1. Developing a positive self-concept;
2. Developing basic interpersonal and job career skills;
3. Developing an awareness of the career decision-making process;
4. Developing a sense of community involvement;
5. Developing a sense of agency or destiny control;
6. Developing work attitudes and worker discipline;

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*Source: NIT Career Education Prospectus. National Instructional Television Center, Box A., Bloomington, Indiana, 1973.

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7. Developing employment-seeking skills; and

8. Integrating self-knowledge with cognitive knowledge.

The overall thrust is the development of individuals as they interact with the family, school, and community in relation to career management. The approach melds the strengths of general education, vocational education and guidance. The comprehensive and integrated approach gives balance to learning activities that relate to cognitive, psychomotor, and affective situations. It offers each student an opportunity to clarify his feelings, motives, and desires based on experiences that are closely tied to the real world. The interaction of environmental and self learning when acquired together, is more effective than acquired separately.

I. Developmental goals for career education: A comprehensive approach to career education should be designed to facilitate the individual's mastery of career development skills. Tennyson, Klaurens and Hansen (1970), after an extensive review of child development, career development, developmental psychology, and self-concept development literature, identified a series of major career development goals for the primary, intermediate, junior high, secondary, and immediate post-high grade levels. A listing of these career development goals is presented in Chart I.

The mastery of the career development goals presented in Chart I will enable the individual to develop some control of his career choices and work behavior. Although normative developmental tasks are presented, it should be remembered that mastery of these goals proceeds at different rates for

CHART I

MAJOR CAREER DEVELOPMENT GOALS

PRIMARY YEARS K-3	INTERMEDIATE YEARS Grades 4-6	JUNIOR HIGH YEARS Grades 7-9	SECONDARY YEARS Grades 10-12
Awareness of self	Developing a positive self-concept	Clarification of self-concept	Reality-testing of a self-concept
Acquiring a sense of control over one's life	Acquiring a discipline of work	Assumption of responsibility for career planning	Awareness of preferred life-style
Identification with worker	Identification with the concept of work as a valued institution	Formulation of tentative career goals	Reformulation of tentative career goals
Acquiring knowledge about workers and their life style	Increasing knowledge about workers	Acquiring knowledge of occupations and work settings	Increasing knowledge of and experiences in occupations and work settings
Acquiring interpersonal skills	Increasing interpersonal skills	Acquiring knowledge of educational and vocational resources	Acquiring knowledge of educational and vocational paths
The ability to present oneself objectively	Acquiring a sense of control over one's life	Awareness of decision-making process	Clarification of decision-making process as related to self
Acquiring respect for other people and the work they do both for remuneration and non-remuneration	Valuing human dignity	Acquiring a sense of independence	Tentative commitment within a changing world
			Acquiring job entry skills

Source: Tennyson, W. Wesley, Mary K. Klaurens, and Lorraine S. Hansen, The Career Development Program. Unpublished paper, College of Education, University of Minnesota, October 1970.

different individuals.

Further, the career development goals are not independent entities, as they interrelate both horizontally and vertically. Awareness of self at the primary level is related to acquiring a sense of control over one's life, as well as developing and clarifying a positive self-concept at the intermediate and junior high level.

Career development stages, like physiological and intellectual development stages, are sequential but cannot be directly tied to chronological age. As students move from one educational level to the next, they face new demands and must be taught how to deal with them. While it may be possible to accelerate (or deaccelerate) the accomplishments of these developmental goals, this may not necessarily be desirable. There is what Piaget terms "optimum time" for mastering goals, and a time when learning is easiest and most efficient. Havighurst calls this the teachable moment when *the body is ripe and society requires and the self is ready to achieve a certain task.* (1952, p. 5)

II. Integrating learning: School life for many young persons today is characterized by discontinuity -- by a series of experiences which never merge together in the development of a meaningful sense of self. Through the comprehensive approach to career education, the three kinds of learning -- cognitive, experiential, and affective, are to be integrated. It is important that the developing young person be provided

experiences in which the knowing, doing, and feeling components progress simultaneously.

The world of work and community offers a rich resource for learning. If "world of work" experiences are properly selected, they can serve to facilitate the student's mastery of cognitive learning appropriate for a given grade level. The student would be allowed to make application of math, science, and communication skills in designing, planning, selling, making, organizing, repairing, and other such activities that are work related. The trainer should stress that instead of solving hypothetical reading problems in a strict intellectual approach, the student will actually use academic concepts and skills in solving a simulated or actual "real world" problem. For many this may very well open a new vista that connects school and life. Furthermore, experiential based learning can serve to facilitate the discovery of self, provided students are given the opportunity, assistance, and encouragement needed to personalize and interpret such experiences in terms of their own self. The comprehensive approach to career education facilitates the relating of both cognitive and experiential learning to the student's personal concerns.

III. Self-development: The comprehensive career education approach places a major stress on the development of the career-self-concept. Career education should not be limited to the traditional concepts of awareness, orientation, exploration, etc., as they relate to work but should include awareness,

orientation, exploration, and progressive practice in developing the career aspect of self. At each educational level, the work setting and community can be utilized to help students explore and clarify themselves. Experiences in these settings must be followed with appropriate feedback to give the student the understanding and the vocabulary he will need to clearly define his career self. It is vital that the feedback allow the student to analyze the experiences rather than having these experiences analyzed by someone else.

Through career education the developing young person will form and reform a picture of himself as a student and as a worker. In time he will make finer judgments regarding his picture of himself as a student. He will also define and discriminate in greater detail his self characteristics relating to work. For example, at the elementary level one student might describe himself as being more capable with the use of his hands than with learning from books. A secondary student might picture himself as better at problem-solving assignments than at rote learning. He may also begin to picture himself as a person who likes, for example, to work creatively and independently with his hands. The instructional plan that is proposed will give considerable emphasis to the development of the career self. The comprehensive approach to career education, as presented here, is intended to:

A. Help students clarify their own values;

B. Help students consider the social, economic, and personal significance of work;

C. Enable the student to develop his abilities to analyze the work world;

D. Broaden the student's perceptions of options available by aiding students to penetrate occupations that have traditionally been barred from their consideration;

E. Assist the student in developing skills necessary for coping with an ever-changing society;

F. Recognize the talents and uniqueness of all students; and

G. Enable each student to discover his unique sense of vocation in a context in which he is allowed to go beyond the limitation of his socio-economic and psychological orientations.

WORKSHOP LEADER ACTIVITIES:

I. The workshop leader should discuss the above concepts in relation to "why career education in the school."

A. Students need to learn about their interests, abilities, and competencies in a variety of settings, both in and out of school.

B. Discuss the importance of relating school curriculum to reality testing experience in the community.

II. Review Chart I with the group. It would be helpful if the chart were reproduced for the training group.

III. Administer HO: VIII-4 Perceptions of Career Education Test in Module VIII.

LESSON RESOURCES:

Chart I Major Career Development Goals

MATERIALS:

Prepare sufficient copies of Chart I

RECOMMENDED TIME:

60 MINUTES

PRE-ASSESSMENT TEST FOR MODULE I:

All teachers will respond to a list of ten questions to assess their knowledge of career education.

1. What is Career Education?
2. What practices can you identify in pre-1900 American schools that were related to career education?
3. Identify one contribution of Benjamin Franklin in the field of career education.
4. What differentiated the private academy from the public high school in pre-1900 America?
5. Identify one educational practice prior to 1900 that illustrates career education.
6. Identify federal legislative efforts to encourage career education prior to World War II (1941-1945).
7. How might different educational practices affect the process of working with students in our school?
8. What are your views on providing career education for youth in our schools?
9. What is the difference between academic and vocational education?
10. What is the relationship of individual identity to career education?

POST-ASSESSMENT ITEM FOR MODULE I:

1. Have each teacher describe either verbally or written what the goals of career education should be. This can be accomplished in small groups of 10 to 12.

2. Discuss ideas and practices that are illustrated in the reference materials.

3. Have each teacher list several concepts that he or she will use to demonstrate to others their views on career education.

4. Have each teacher analyze their own values in relation to work in American society. What role should the school assume in preparing youth for work?

5. Plan a group session to review the values taught in pre-1900 American schools and how they might conflict with values of youth today. What does the group suggest as reasonable roles for the teacher who wants to discuss values and work?

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SUPPLEMENTARY RESOURCES -- Module I

1. Articles and Papers:

Campbell, R.E. & Vetter, Louise. "Career Guidance: An Overview of Alternative Approaches." Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, August 1971.

"Career Education: K-12." American Vocational Journal, Vol. 44, # 9, December 1969 (entire issue).

Leonard, G.E. "Career Education in the Elementary School." Elementary School Guidance and Counseling Journal, Vol. 6, # 3, December 1971.

Marland, J.P., Jr. "Career Education Now." Speech delivered on January 3, 1971 to the National Association of Secondary School Principals, Houston, Texas.

Talogan, D. P. "Comprehensive Occupational Education: K through Life." Business Education World, Vol. 51, # 3, 1971.

2. Books:

Career Education: A Handbook for Implementation. Washington, D.C.: U. S. Office of Education, February 1972.

Gibson, R.L. Career Development in the Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Pucinski, R.C. & Sharlene P. Hirsch. The Courage to Change. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971

Goldhammer, K. & Taylor R. Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Module II: CAREER DEVELOPMENT IN THE SCHOOL

Career development in the elementary school must be related to the developmental needs of youth in the elementary and secondary school. To do this it is essential that teachers who wish to use career education concepts programs be exposed to basic career development concepts*. Comprehension of the career development process by which children acquire career knowledge is essential for introduction into the classroom. Use of career development theory by the classroom teacher will provide information about self-concept development, career awareness, and illustrate strategies for working with youth. Career development theory supports the major goals of career education.

1. To help youth develop self-awareness and career awareness;
2. To develop respect for others and the work they do;
3. To identify a number of self-in-work options;
4. To identify the rudiments of self-concept as applied to self-knowledge.

It is the purpose of this module to suggest several career development theories that support the overall goals of education. In addition, a variety of practical applications related to specific theories will be suggested. Each workshop leader should read the basic content of the module and review the suggested support resources. Transparencies and handouts are provided to aid in the training

* Adopted for use in Maine schools with permission of the Agency for National Instructional Television, Box A, Bloomington, Indiana, 47401. The material was developed to support "Bread and Butterflies" a career development program.

sessions. In sum, a review of career development theory will:

1. Enable teachers to practice appropriate pre-planning and follow-up activities prior to using the career development materials with students;
2. Enable teachers to review long-term activities as illustrated in the Maine Career Education Curriculum Guide and identify implementation approaches;
3. Enable teachers to develop strategies or ways in which curriculum guide concepts can be integrated into their existing classroom activities.

The Trainer's Manual is organized to prepare teachers to initiate career education within their school. This particular module should provide teachers with the competence to discuss and lead career development activities based on sound theory and practice.

MODULE LESSONS:

All transparencies, handout materials, and support services should be prepared prior to the session. The lessons are non-sequential and can be used as separate sessions if time limitations prohibit use of the total module. It is important that teachers be exposed to at least one of the lessons-- this is a priority area.

LESSON: II - 1

Why Career Development In The School?

GOAL:

To identify and describe several reasons for installing career development theories and practices in the classroom.

CONTENT:

Society has accepted new and developing roles for both men and women in the world of work domain. We accept that women want to work and can combine the raising of a family with their career aspirations. Work as now conceived and practiced in our societey occurs primarily outside the home. Fathers and mothers leave the home to work and the children lose a work model in the process. Should the school step into this void and provide work models and discussions of values?

I. A variety of prominent authorities have suggested that the school should meet the needs of young people by (workshop leader should use the following concepts):

   A. Facilitating attitudes, skills, and value development in schools (Coleman, James S., "How Do The Young People Become Adults?" Phi Delta Kappan, Vol. LIV, No. 4, December, 1972, pp. 226-230);

   B. Providing meaningful contact between adult and student members of the community. A need exists for decreasing the isolation of children from the world of work and the work of their parents. We must give particular attention to involving children with people both older and younger than they are (Bronfenbrenner, Urie, "Childhood: The Roots of Alienation," The National Elementary Principal, Vol. LII, No. 2, October, 1972, pp. 22-29);

   C. Providing relevance in learning to facilitate a productive and rewarding participation in our society. Children need education that involves them in the community and work activities that integrate what is learned in the school

(Lessinger, Leon, Every Child a Winner. New York: Simon and Schuster, 1970, pp. 4-5).

II. The following chart should provide the workshop leader with illustrative examples of "Why we need career development":

Chart II

Societal Changes	Career Development Concepts
1. Family living patterns have changed.	1. Help young people understand adult workers.
2. Work ethic is more role-oriented than goal-oriented for many of today's young people	2. Help young people examine values, interests, and career alternatives
3. Schooling for young people has been extended beyond completion of a high school diploma (i.e., the attainment of a skill almost requires attendance at some type of post-secondary institution.	3. Provide young people an opportunity to role play or reality test a variety of career alternatives.
4. The school supports the family as a molder of values and interests	4. Discuss career aspirations and the skills needed for success in a particular career cluster.
5. Young people have reduced contact with adults or community agencies.	5. Increase realistic work experiences for young people in the community.
6. Information overload provides young people with a confusing array of data (i.e., ideas, conflicts, etc.).	6. Provide young people with an opportunity to clarify their perceptions of the real world after reality testing.
7. An increasing variety of life styles exist from which young people must choose.	7. Provide interaction between schools, community agencies, and business-industry institutions.
8. Attitudes about one's self are being formed less in the home and more often via contact with peers and "street people."	8. Help young people examine different life styles through school arranged and organized experiences.

WORKSHOP LEADER ACTIVITIES:

I. The workshop leader should discuss the above concepts in relation to "Why Career Development in the School." Reinforce the following:

A. Children need to learn about themselves (i.e., their skills, interests, and attitudes;

B. Children need an opportunity to examine the independency of work and workers in our society;

C. Children need to examine what they like about work. What psychological pressures are involved in work?

D. Children need to consider what makes one job different from another job in our society.

II. Relate the above concepts to Chapters Three, Four, Five and Six in Career Education and Maine for discussion of the alternatives or compromises one has to make in choosing a career.

A. Discuss with the participants how the influence of others can alter plans for a job or career, or has altered their plans;

B. A variety of questions can be used for either pre- or post-lesson discussion;

1. Pre-lesson questions:

a. How have my present plans for a job or a career been shaped by other people's attitudes?

b. What can we learn about ourselves from an evaluation of our hobbies, interests, and values?

c. Why is it important for men as well as women to understand a woman's role in the world of work?

2. Post-lesson questions:

a. How can you help students discover their interests and aptitudes through school subjects?

b. What can students learn about possible aptitudes for work from their interests? Aptitudes? Abilities? Hobbies?

c. What can educators do to involve parents or community personnel in the in-school career development program?

C. Use HO:II-1 Self Awareness Guide for student self-evaluation.

LESSON RESOURCES:

Selected program from the Bread and Butterflies television series (e.g., "The Way We Live") may be useful for working with students in grades 4, 5, 6. and 7.

Career Education and Maine Curriculum Guide. State Department of Education, Augusta, Maine, 1973.

RECOMMENDED TIME:

30 MINUTES

HO: II-1

Self Awareness Guide

You need to consider your own unique personality.

Please read the following statements and circle "Yes" or "No":

1. Am I the type of person who completes work tasks on time? Yes No
2. Do I enjoy working with others? Yes No
3. Do I enjoy working with ideas more than people? Yes No
4. Do I enjoy working with tools more than with people? Yes No
5. Do I prefer working outdoors? Yes No
6. Do I enjoy making speeches before groups? Yes No
7. Do I prefer to work alone on school assigned tasks? Yes No
8. Do I resent being corrected if my work is poorly done? Yes No
9. Do I cooperate with others when working on group projects? Yes No
10. Am I the type of person who can follow teacher instructions? Yes No
11. What would you like the teacher to help you with in terms of self-understanding?

    _____

    _____

12. What are your strengths or weaknesses?

    _____

    _____

13. What would you like to improve about yourself?

    _____

    _____

LESSON: II - 2

Developmental Theory of Career Choice

GOAL:

To help each workshop participant develop an understanding of one developmental approach to career development.

CONTENT:

A brief review of career development theory and the elements that constitute a "good" theory is one focus of this lesson. The theoretical position of Donald Super will constitute a second focus as we examine one strategy to relate school, life, and career awareness to the needs of children.

I. Prepare a mini-lecture to discuss the basic elements of career developmental theory. Each trainer should review Chart III with the workshop group. Career development theory provides:

   A. Data about human growth and development;

   B. A system for analyzing and interpreting physical, social, and psychological information about child development;

   C. A procedure for anticipating human needs at particular stages of development;

   D. A process for interpreting career concerns and aspirations of children;

   E. Useful rules for generalizing career development needs as they relate to classroom instructional strategies.

Career development theory integrates the basic elements of psychology, sociology, and education as applied to human behavior in relation to career choice. Everyone is at some time faced with career and personal decision situations. Too many of these decision points in our lives have been left to chance. The career development theorist argues that career

Chart III

General Rules	Uses in the Classroom
1. Career development is continuous from kindergarten through adult life.	1. Explain to the children that career awareness is important to later success in one's chosen career.
2. Career development is an attempt to stimulate the exploration of alternatives.	2. Children must be aided to explore a variety of career roles in the community.
3. Career development helps children explore careers through use of direct or simulated experiences.	3. Conduct field visits to job sites, plants, businesses, and other agencies to help children actively encounter the work world.
4. Career development facilitates the fantasy choices of children who "can be anything they want to be."	4. Use the career daydreams of children to plan class lessons and provide accurate career information. Fantasy choices influence later career choices and the provision of career information could lead to more accurate choices.
5. Career choice is usually influenced by our need to work with people whose values or needs are similar to our own.	5. Provide children the early opportunity to begin self-discovery and participate in the process of self-understanding. Use small group discussion sessions (see Module III Working With Self-Concept for guidelines).
6. Career awareness usually leads to more discriminating choices as one matures.	6. Children must be helped to explore their likes and dislikes in relation to their attraction to certain jobs or rejection of others.
7. Career development is an attempt to help each child improve his interpersonal skills.	7. Helping children to learn effective interpersonal skills in task oriented group activities (e.g., participating in the development of a small business within the classroom, such as publishing a newspaper).

choice should be the result of orderly examination of alternatives. A theory provides us with a special way to organize and examine the knowledge about career opportunities and the skills needed for success in one's choice. A logical explanation for understanding career needs and choices also provides practical ideas for infusing career awareness activities into the school (Use TR: II-1 Career Development Theories).

II. Have each participant outline his/her career life history. List on a 3 x 5 card all the career choices considered -- use this outline:

Occupation	At What Age?
_____	_____
_____	_____
_____	_____

*List your career choices as far back as possible.

Discuss: What were the critical factors in guiding his/her career choice? Stimulate a group discussion of these factors and elicit ideas for relating them to individual career development needs. For example, "Freedom to Choose and to Change" is a topic which can be used to discuss how one's freedom to experiment may be restricted.

III. The developmental theory of career choice states that youth begin to formulate ideas, stereotypes, and career aspirations early in life;

A. Career Choice is a developmental process involving a series of tasks within a series of life stages;

1. Use TR: II-2 Self-Concept Career Theory;

2. The variables illustrated in TR: II-2 occur with varying intensity at different periods within each person's life.

B. Reality testing provides the child an opportunity to test his personal conceptions of skill or ability in realistic situations.

1. It is the feedback from these experiences that fosters either a positive or negative view of self;

a. If the child experiences continual failure or lack of success in these early tests of skill it could create a failure set;

C. Individuals pass through similar life stages and a career development program must provide experiences compatible with these periods. For example, children ages nine to twelve will need:

1. Role playing experiences;

2. Reality testing situations;

3. Exposure to role models (adult workers);

4. Opportunity to translate self-concept needs into career terms.

D. A critical variable in the developmental model is helping children to make compromises between self-concept and reality or real-life situations;

1. Super suggests that one's view of self translates into career choice and is vital in later success;

2. Children must know what they can do well and how these skills translate into career success;

3. Self-concept development will require the inclusion of elements that focus upon:

a. Ability, interest, and personality development;

b. Developing career awareness in students grades K to 12;

c. Opportunities to experience realistic situations where tools or work situations are involved.

E. Exploratory activities will need to be integrated within the classroom to help each child identify his unique talents. The Career Education and Maine Curriculum Guide provides excellent examples for use by the teacher;

1. In conclusion, the workshop leader should stress that the development of self-concept requires each teacher to:

a. Provide exploratory activities (i.e., neighborhood field trips, demonstrations by workers from the neighborhood, and simulation experiences in the classroom);

b. Utilize materials that support the child in developing self-confidence (i.e., DUSO Kit, or Work Awareness Kit are examples);

1. A demonstration of DUSO would be helpful, if available;

2. Consult with the school counselor regarding the availability of self-concept development materials and arrange demonstrations;

3. The reference materials in Module III Working With Self-Concept are useful and should be utilized to support this lesson.

WORKSHOP LEADER ACTIVITIES:

I. Pre-lesson questions:

A. Why is it important to help children develop a good feeling about themselves?

1. Have the participants suggest several reasons;

2. List them on the board;

B. What societal factors contribute to the development of negative self-concepts?

1. Be prepared to discuss: alienation, juvenile delinquency, parental rejection, fear of failure, or lack of meaningful involvement as possible factors;

C. What factors helped you to make your present career choice?

II. Discuss different ways of developing self-concept in the classroom.

A. How can Super's theory be used to support the overall intent of career development in the classroom?

III. Have the group identify ways in which parents, workers, or community leaders can be involved in career development activities.

IV. Have each teacher list three or four previous jobs or work experiences.

A. Identify the personal factors that were necessary for success. To be a successful nurse or teacher, is it more important to have good social skills or psychomotor abilities?

V. Invite the school counselor to discuss self concept development problems and suggest classroom activities to help teachers with this task.

IV. Discuss the schematic presentation of career development theory presented in TR: II-1. Also, the variables that influence the development of self-concept are illustrated in TR: II-2.

LESSON RESOURCES

Career Education and Maine Curriculum Guide. State Department of Education, Augusta, Maine, 1973.

TR: II-1 Career Development Theories

TR: II-2 Self-Concept Career Theory

MATERIALS:

Prepare sufficient copies of handout materials

Overhead Projector

3 x 5 cards

RECOMMENDED TIME:

60 MINUTES

CAREER DEVELOPMENT THEORIES

This is an interpretation of the elementary stages as seen by some of the leading vocational development theorists.

TABLE 2

	Grades K	1	2	3	4	5	6
Ginzberg:	Fantasy Stage - Try out several roles					Tentative Stage (Realism)	
Super:	Fantasy					Interest (Likes)	
Havighurst:	Identification Stage - Family & Friends					Work Habits	
Roe:	Vocational choices being made according to preceived needs					Continues	
Hoppock:	Needs - Extend horizons, Develop attitudes Foster security, Satisfy curiosity					Orient potential dropouts	

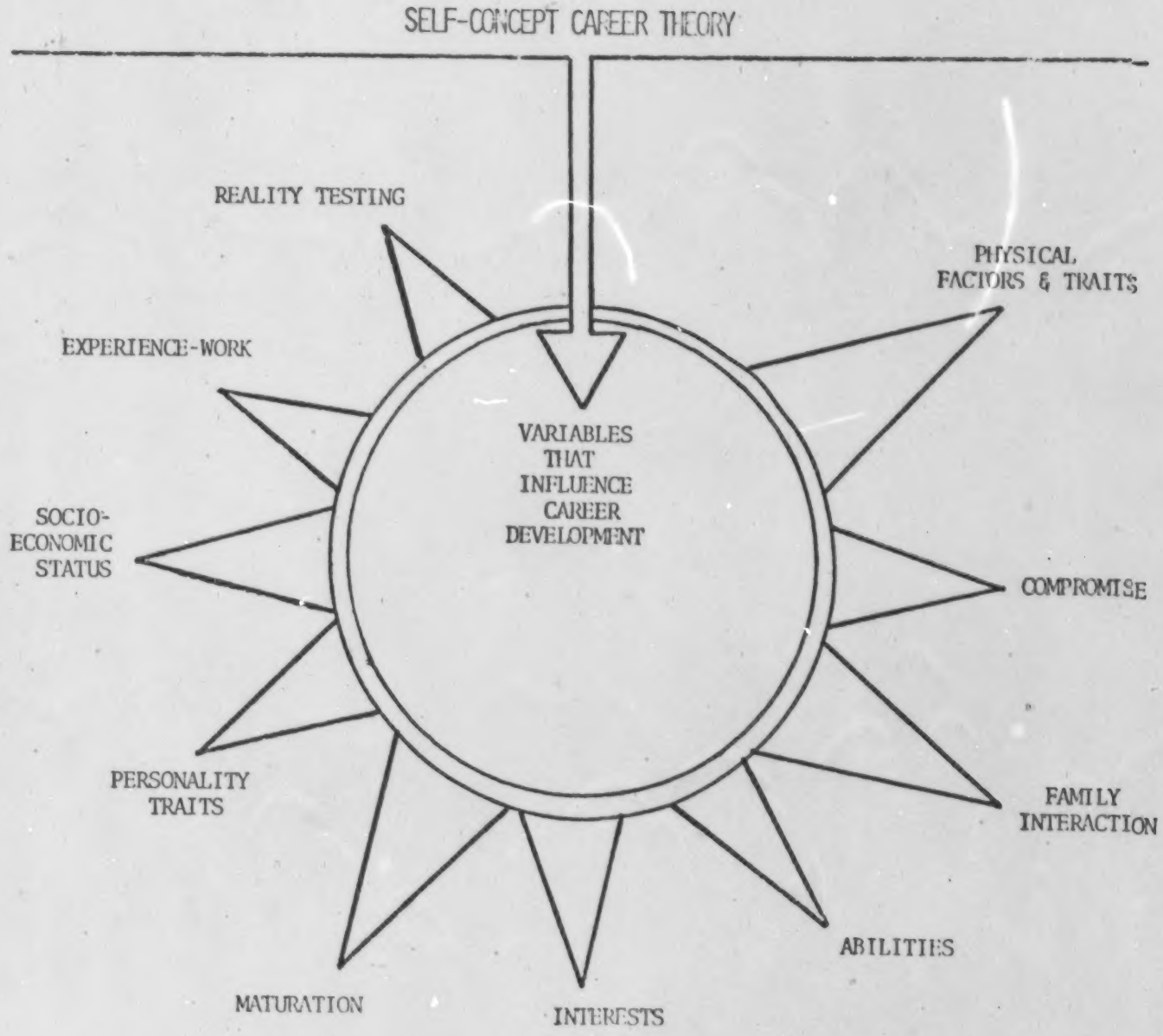
Source: Project Devise Teacher Guide. Board of Education, Alliance, Nebraska, 69301.

CAREER DEVELOPMENT THEORIES
(Cont'd)

Several key suggestions for elementary developmental career guidance include:

1. Developing healthy attitudes toward all useful work and trying to remove bias where it has been acquired;
2. Helping all children identify with real workers, not just with job titles;
3. Showing how workers are related to each other and how they contribute to our society;
4. Extending the children's knowledge of jobs to some they have not had the opportunity to discover on their own;
5. Introducing "cluster" concept for easier study of jobs;
6. Establishing an elementary knowledge of worker traits;
7. Providing some basic experiences in self-evaluation.

Source: Project Devise Teacher Guide. Board of Education, Alliance, Nebraska, 69301.


SELF-CONCEPT CAREER THEORY
REALITY TESTING
PHYSICAL FACTORS & TRAITS
EXPERIENCE-WORK
VARIABLES THAT INFLUENCE CAREER DEVELOPMENT
SOCIO-ECONOMIC STATUS
COMPROMISE
PERSONALITY TRAITS
FAMILY INTERACTION
ABILITIES
MATURATION
INTERESTS

LESSON: II-3

Career Development Practices

GOAL:

The purpose of this lesson is to suggest career development practices for use in the classroom.

CONTENT:

The workshop participants will be more inclined to use career development theory if each leader provides or suggests realistic career guidance practices. A critical problem in encouraging children to think about career choice is the "Newness" of the topic. Very little effort has been expended in the typical public school to encourage students to think career. As teachers, we must be prepared to discuss, explore, and try activities that may not be traditional subject matter.

I. Have the workshop participants respond to the following questions:

   A. What help did they receive in arriving at their current occupation?

   B. What persons were most influential in helping them with career decision problems?

   C. What factors influenced their career choice?

II. The workshop leader must convey the seriousness of communicating to children their need for early career analysis.

   A. Responsible adults must not shy from sharing their success factors with young people;

   B. Adults are role models and we should utilize this opportunity to facilitate early career development.

III. A variety of suggestions should be provided the workshop participants to effectively integrate career education in conjunction with acceptable career development practices.

A. The workshop leader must stress that:

1. Counseling for self-understanding and personal development and a well designed program of curriculum activities in the school are essential if the foundation for later career decisions is to be established.

IV. The following guidelines and practices are illustrative and intended to stimulate group planning.

A. Guidelines for Planning Career Development Activities;

1. Children should examine why people work;

2. How and why is honest work important in our society?

3. What impact do individual differences assume in relation to career choice?

4. What alternatives exist in the work world and how do they relate to individual needs?

5. Exposure to the varying rewards (intrinsic and extrinsic) and general training requirements for different occupations must be included;

6. Faculty planning must include members of the business/industry sector and various referral agencies in the community.

Career development practices that support a program of career education should be illustrated by the workshop leader.

Chart IV

Career Development Activity	Career Education Objective
1. Invite parents into the class to discuss how they made career decisions and what makes their work satisfying.	1. Provide each student the opportunity to develop reasons for individual choice.
2. Have each student describe his father's/mother's occupation. Invite parents to participate in small group discussions to discuss those jobs that sound particularly interesting.	2. Help each student attribute some positive social value to those jobs discussed.
3. Have the student develop a scrapbook of "People at Work." If desired, focus on "Jobs That Help People" one month and "Jobs That Deliver Goods" at another time.	3. Help each student demonstrate an increased awareness of how some jobs benefit him.
4. Assign the student to a "mini-internship" in a particular job either in the community or school. Have the student shadow his worker for a day on the job.	4. Help each student demonstate an awareness of how workers' relationships with others on the job are dependent on good personal skills and concern for others.
5. Have the Librarian prepare a demonstration-discussion of career stories, materials, etc., which could be used to support career development.	5. Have the children explore the interdependency of workers within the school-awareness.
6. Have the students develop a "Feelings of Success Notebook." Ask them to record for a specific period of time their "feelings of success" in a variety of situations or activities. Children ages eight to ten like to draw and express themselves through media. Involve the art, music, and physical education teachers.	6. Have the students give an example of how self-clarification and/or a positive feeling about self is related to personal success or risk taking.

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Chart IV (continued)

Career Development Activity	Career Education Objective
7. Have the students react to open-ended statements: "My chances of success are_____." "What I like best_____." "What I like best in school _____." "What sort of person am I_____?"	7. Have each child identify at least one way he might reality test an assumption about himself.
8. Plan with the sixth graders a series of sessions to examine "Looking ahead to Junior High School." Each child should begin to consider the alternatives for study, leisure, and extra-curricular activity at the junior high school.	8. Have each child plan and identify the rewards for more efficient use of talents and how this affects one's career development.
9. Develop a "Who Am I" personal data chart with the fifth graders. Include autobiographies, original drawings, samples of school work, hobbies, and evidences of success. It is suggested that the data chart be maintained for at least one school year.	9. Have the children identify and demonstrate personal awareness as related to success in different tasks or situations. Ask for examples of success as the child views it.
10. Enrich field trips with role-playing activities after the children return to school. For example: Service Station Attendant asks the driver what he can do to help him; he fills the car with gas, checks under the hood, etc., collects money, and fills out credit card information. Encourage the children to examine courtesy vs. discourtesy, efficiency vs. sloppiness.	10. Demonstrate an awareness of the work of others by describing how their work benefits society.
11. Have the students examine relationships between how they perceive themselves (self-concept) and how they perceive their goals (career). The intent of this exercise	

Chart IV (continued)

Career Development Activity	Career Education Objective
11. (Continued) is to encourage consideration of their skills, interests, and aspirations as related to future goals.	

WORKSHOP LEADER ACTIVITIES:

I. Illustrate one or two career development activities -- use either a transparency or a chalkboard.

II. Use HO: II-2 sample Career Development Activities.

A. Distribute copies to the group and encourage discussion of other possible activities;

B. If time permits, divide the group into 2 or 3 small groups and have them "brainstorm" other possible activities.

III. Invite the School Counselor or Cooperative Education Teacher to present possible career exploration activities appropriate for upper elementary school children.

LESSON RESOURCES:

HO: II-2 Career Development Activities.

MATERIALS:

Prepare sufficent copies of handout materials

Overhead Projector

RECOMMENDED REFERENCE:

Bugg, C.A., "Implications of Some Major Theories of Career Choice For Elementary School Guidance. Elementary School Guidance and Counseling, Vol. 3, No. 3, 1969, pp. 164-173.

RECOMMENDED TIME:

60 MINUTES

HO: II-2

Career Development Activities

The following activities are illustrative of the types of exercises that teachers or counselors could use in the classroom.

SAMPLE ACTIVITY # 1*

Have the children analyze themselves as workers -- focus on the attributes they are developing which can contribute to later school or work successes:

Punctuality	Cooperation
Good Work Habits	Responsibility
Creativity	Manual Skills
Personality Traits	Special Talents
Leadership Skills	Emotional Stability

It is critical that the students develop an awareness of the relationship between what they are and what they hope to be.

* Adapted from Material presented in Teacher's Guide: Project Devise. Alliance, Nebraska, Board of Education, 1972.

SAMPLE ACTIVITY # 2**

Career development bulletin board captions -- stimulating and skillfully arranged bulletin boards not only brighten up a room, but also provide an excellent opportunity to advertise career development. To facilitate your thinking, the following titles are suggested:

Jobs of the Future	Me and My Job
I Wish I Were a _____.	My Favorate Job _____.
Working With Others	Cooperation On The Job
What Could I Be	Careers In Space
It's A Woman's World	Science Jobs for Girls
Technology And You	Parents and Their Work
Worker Of The Day	

Involve the children in planning and preparing the bulletin board.

** Source: Ryan, C.W. Career Education Program, Vol. 1, Kindergarten-Grade 6. Boston: Houghton-Mifflin Company, 1973.

SAMPLE ACTIVITY # 3**

Each teacher should help the children draw profile sheets to illustrate their strengths and weaknesses. It is suggested that this information not be discussed in a situation unless the children volunteer the information. Provide a series of sample charts that show the aptitudes, abilities, and personal qualities needed for success in health occupations, service occupations, etc. Invite the school counselor to help with this activity.

** Source: Ryan, C.W. Career Education Program, Vol. 1, Kindergarten-Grade 6. Boston: Houghton-Mifflin Company, 1973.

LESSON: II - 4

The World of Work

GOALS:

* To develop an understanding that there are various ways to classify occupations.
* To develop an understanding of how occupational classification systems can be used to help organize career development activities.

CONTENT:

The Dictionary of Occupational Titles lists over 21,000 jobs. New Jobs are created each day and obsolescent jobs are phased out of existence. In order for an individual to relate himself to occupational opportunities that are available, he needs some "handles" or framework to see how these alternatives differ. In order to bring some kind of order to what could be a chaotic situation, various schema have been devised to classify, in logical ways, the thousands of individual jobs. The nine-to-twelve-year-old student can begin to learn that there are various ways to classify jobs. Some classification schemes are very complex but the schemes presented in this lesson are ones that can be readily understood by the nine-to-twelve-year-old student.

WORKSHOP LEADER ACTIVITIES:

I. Distribute HO: II-3 Three Occupational Classification Schemes.

II. Announce that the handout contains three different types of classification schemes. Scheme # 1 was devised by Dr. John Holland at Johns Hopkins University and is based on a theory of

personality types. Holland's scheme includes the six classes of occupations that are shown on the handout. Each of these classes has five to sixteen subclasses and within each subclass occupations are arranged by the years of general education required. In all, 431 common occupations -- comprising about 95 per-cent of the labor force of the United States -- are included. The six main classes are probably adequate for use with school age youth.

III. Have each participant write in the space provided on the handout the one or two classes (some may want to select three) that they seem to resemble. Allow some time for participants to discuss their selections. If the participants are teachers or counselors they will probably select "S" (Social Occupations) or "A" (Artistic Occupations). See Holland, J., Making Vocational Choices for a fuller discussion of this approach.

Call the participants' attention to Scheme # 2. This scheme was devised by the Bureau of Adult, Vocational and Technical Education, United States Office of Education. Occupations are organized by clusters of occupations. This is a most useful system because many publishers of student materials are currently organizing instructional materials according to the 15 USOE clusters. The clusters could serve as one scheme for organizing instructional programs so students can explore the various occupations that are included in each cluster.

IV. Scheme # 3 is not a widely publicized scheme. It is a student-developed clustering scheme, a scheme that is meaningful to some students. To adults, this kind of scheme may look illogical, but what may seem illogical to an adult may have internal consistency from a child's or student's point of view.

V. Distribute HO: II-4 Ways to Classify Occupations. Summarize by having participants look at other possibilities for classifying occupations. Use the school counselor as a resource in this task. The important concept to be gained is that it does not matter which classification scheme is selected. What is important is that each teacher have some kind of plan for exposing students to a wide variety of occupations.

VI. Conduct a short group discussion on how participants might use classification shcemes to plan career development activities in the classroom. Suggested discussion questions: Of the three schemes presented in the handout, which one(s) would you use? How would you use these schemes to plan classroom activities?

RESOURCES:

HO: II-3 Three Occupational Classification Systems.

HO: II-4 Ways to classify Occupations.

RECOMMENDED TIME:

30 MINUTES

HO: II-3

Three Occupational Classification Systems

SCHEME # 1: Holland's Occupational Classification:

* Realistic occupations (R) included skilled trades, many technical and some service occupations.
* Investigative occupations (I) include scientific and some technical occupations.
* Artistic occupations (A) include artistic, musical, and literary occupations.
* Social occupations (S) include educational and social welfare occupations.
* Enterprising occupations (E) include managerial and sales occupations.
* Conventional occupations (C) include office and clerical occupations.

Classes I resemble: _____ _____ _____

SCHEME # 2: USOE Clustering System:

Agri-business and natural resources
Business and Office
Communications and media
Construction
Consumer and Homemaking
Environmental Control
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Services
Public Services
Transportation

SCHEME # 3: Student-Developed Clustering Scheme:

Jobs with animals
Jobs with people
Jobs with machines
Country/city jobs
Happy/sad jobs
Outdoor/indoor jobs
Clean or dirty jobs
Active or sitting jobs
Dangerous or safe jobs
Uniformed workers
Traveling jobs
Hard or easy jobs

HO: II-4

Ways to Classify Occupations*

1. By industry (e.g., 1970 Census Industry Codes)
2. By socioeconomic groups
3. By ability and/or aptitudes
4. By occupation
5. By interests
6. By field and level
7. By field, level, and enterprise
8. By income
9. By type of work
10. By educational or occupational prerequisites
11. By occupational duties performed
12. By life span (e.g. early entry -- early leaving, etc.)
13. By rewards (e.g., financial, honorific values, working conditions, or a combination)

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* Hatt, Paul K. "Occupation and Social Stratification." In Sigmund and William H. Form (eds.) Man, Work, and Society. New York: Basic Books, 1962, pp. 238-249.

Module III: WORKING WITH SELF-CONCEPT

Teachers have recently recognized and accepted the correlation that exists between a child's self image and his performance in school. It has been established that children who think poorly of themselves tend to perform poorly in schools. Unintentionally the schools themselves may be fostering the conditions that lead to feelings of hopelessness, despair, withdrawal, and aggressive behavior.

The vast majority of our children enter formal education with a relatively good self image. Entrance into school, however, signals the start of a new set of psychological conditions, for now the child's acceptance is no longer contingent on who he is, but rather on what he can produce. Through hundreds of overt and subtle teacher messages, the child learns at an early age that he is "good", "bad", "right", or "wrong". For those children who can and do meet the predetermined standards for academic excellence, the feedback is generally good. It is through such feedback as grades and teacher's comments that children form their self-image.

Unfortunately, positive praise and support is rarely distributed with any degree of consistency in a class of twenty or thirty children by the teacher. Thus the inevitable ranking and competition produce large numbers of children who begin to develop negative self-images based on the feedback they receive in the classroom. The result can be perpetuated in self-defeating behavior.

A vital role of the classroom teacher, therefore, and perhaps the single most important function is that of assisting each child to develop a positive self image. The high correlation between a child's

self-concept and his eventual choice of a career is a generally recognized concept.

Thus, it is the purpose of this module to provide the teacher with material to help faculty become familiar with working with self-concept development in the classroom. A brief introduction to self-concept theory will assist the teacher in recognizing the importance of developing a positive self-concept, while practical applications will suggest various activities that can be utilized in the classroom. The module will:

1. Present a brief introduction to self concept theory;
2. Help teachers become familiar with working with self-concept in the classroom.

Thus, this module will assist the teacher in recognizing the importance of developing a positive self-concept.

LESSON: III - 1

Understanding Self-Concept

GOALS:

* To assist the teacher in becoming familiar with self-concept theory;
* To provide each teacher with a number of skills and exercises to assist children in developing positive self-images.

CONTENT:

To initiate this module, the workshop leader should briefly discuss the relationship of self-concept theory to career development theory. The following are some possible lead questions with suggested responses:

I. What is the meaning of the term self-concept?

Suggested response: Self concept is generally defined as the attitudes, feelings, and perceptions that individuals have about themselves. It is their private psychological assessment of strengths and weaknesses. The concept of self is learned as the child grows through the feedback received from others and through the ways they interpret this feedback. All of this learning has a direct bearing on behavior.

II. Why is self-concept development important to career education?

Suggested response: Self-concept is important to career education because the child's image of self will correlate highly with the eventual choice of a career and success in that career. The child who feels unable to learn cognitive material will probably not consider the professions of law or teaching; the child who does poorly with psychomotor tasks may well shy from mechanics. It is vital to the child that he/she fully understand and accept his/her potential.

III. Why is self-concept development so important in the elementary school (or secondary school)?

Suggested response: The self-concept is vital in the elemantary school because the child at this age is still in the process of becoming. Their self-image has not solidified and is relatively open to new experiences. Children are willing to grow and

change and in most cases teacher efforts to provide them with positive experiences will be productive. This process is also possible with adolescent children, but the teenager and young adult is much more resistant to change.

IV. Can a self-concept be measured? If so, how?

Suggested response: The self-concept can be measured in a variety of ways. Some standardized instruments are available, but these must be used with caution. Perhaps the best method for the classroom teacher is to spend time observing and talking to the child. Teachers should take periodic notes and record their observations of the child in a variety of settings. As an exercise, the leader may wish to have the class discuss the probable self-images of the Brock, Gillenwater, and Cochran families in the film, "The Way We Live", from the Bread and Butterflies television series (see Maine Instructional Television schedule).

V. What are the problems associated with a poor self-image?

What are the advantages of a good self-image?

Suggested response: Children with poor self images tend to do poorly in school, and have less than adequate social relationships with peers and adults. The children who frequently misbehave are probably children whose self-images are less than adequate. Such children feel inferior, mean, confused, bewildered, and fearful. On the other hand, children with positive self-images tend to feel adequate, accepted, competent, and at ease. They view themselves in positive ways and consider themselves to be important and worthwhile as individuals. As one might expect, their behavior reflects this image. The workshop leader might want to use or at least ask the participants to discuss the self-images of the individuals in their classes in relation to their success in school.

WORKSHOP LEADER ACTIVITIES:

I. The leader should then announce that each teacher will now be provided with an opportunity to assess the psychological climate of his/her classroom. Emphasize that this exercise will be a personal one and papers will not be collected. He/She should then pass out HO: III-1 Assessment of Class Climate. Space should be provided for written answers. Ask each teacher to complete the form in writing.

After allowing the group sufficient time to complete the self-assessment form, the leader should ask members of the group to discuss the exercise. He/She should point out that if one answered the majority of questions with a negative response, it might be advisable to take some steps to change the answers to yes. The leader should also stress the fact that each individual should also take a closer look at the work environment. In numerous instances, the school environment is such that it places impossible demands on the teacher. There are three possible solutions to problems that most people encounter. We can change ourselves, we can change the environment, or we can attempt to change both. The latter approach is perhaps the most efficient.

At this juncture, the leader should use the "going around" technique wherein he asks each individual to verbalize their greatest strength as a teacher. Some individuals may find this embarrassing and should be allowed to "pass" if they so desire. When each individual has spoken, the leader should summarize the various strengths mentioned and point out the similarities and differences in what the group members have expressed. Stress the fact that all of us need to identify and be aware of our strengths as well as our deficiencies if we are to have an adequate self-image.

II. As an optional exercise, the facilitator may wish to passout a 5 x 8 card to each member of the group and ask the participants to write down one area of their teaching that could be improved. No names should be placed on the cards. After allowing time

for participants to write out a statement, the leader should collect the cards, shuffle them and pass them out at random to the group. He should then ask participants to read the statements on the cards to the total group and make suggestions as to how the individual who wrote the card could improve his/her teaching. This exercise generally provides a wealth of good suggestions and allows participants to assume the role of "expert" and a helper of others.

LESSON RESOURCES:

HO: III-1 Assessment of Class Climate

Film: "The Way We Live" Bread and Butterflies Series, Media Services, State Department of Educational and Cultural Services, Augusta, Maine.

MATERIALS:

Sufficient copies of handout materials

16 mm Projector and Screen

SUGGESTED REFERENCES:

Dinkmeyer, Don. DUSO, I and II. Circle Pines, Minnesota: American Guidance Services, 1970, 1973.

Glasser, William. Schools Without Failure. New York: Harper and Row, 1968.

RECOMMENDED TIME

45 to 60 MINUTES

HO: III-1

Assessment of Class Climate

1. Do I accept all my pupils? How do I convey my acceptance and interest in them?
2. Do I acknowledge success? Do I provide encouragement for effort? How?
3. Do I allow time for private conversations with children? Am I a good listener?
4. Do I allow students to help plan activities?
5. Am I open enough to allow students to critique me?
6. Do I plan success experiences for all students?
7. Do I avoid equating classroom failure with personal failure?
8. Do I share my feelings with the students?
9. Do I allow students to express how they feel?
10. Do I take note of and comment about the kinds of things that are important to children?
11. Am I critical in front of the group?
12. Do I convey my interest in the children as people first and students second?

The following are what I see as my chief strengths as a teacher:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

I need to improve in the following areas:

1. _____
2. _____
3. _____

Module IV: CAREER EDUCATION IN THE ELEMENTARY SCHOOL

A career education program designed for the elementary school should be developmental and focus on concepts appropriate to each child's needs. It is appropriate to stimulate awareness of the community and the various occupational roles that are performed by parents, friends, and relatives. Awareness of self and the world of work is of prime importance in the primary grades. The following general objectives are useful in developing the career education program. Elementary students should:

1. Identify career interests and abilities.
2. Identify occupational life styles of their parents, friends, relatives, and teachers.
3. Demonstrate an awareness of values and life styles of various occupations.
4. Explore a variety of career options in the community.
5. Be exposed to information and exploratory career development experiences.
6. Learn to get along and work with others.

Career education should result in the student demonstrating a positive attitude toward work, school, and the community.

The curriculum must integrate elements of career education into language arts, social studies, mathematics, science, art, and health and physical education. Fusing career education elements will result in a viable learning sequence and not add another course to an already crowded curriculum. It is estimated that fifteen percent of what is currently taught could be replaced with career education attempts and activities with no detrimental effect on the child's environment.

The following Career Awareness units were developed and field tested in selected elementary schools of Maine. A few of the activities represent a complete program but in most cases they are extractions from a more extensive unit or are one of a series of topics in a unit. See Charpert 3, Maine Career Education Curriculum Guide.

LESSON: IV - 1

Career Education in the Elementary School

GOAL:

To emphasize the developmental aspects of elementary school children as they relate to career education.

CONTENT:

Discuss the developmental nature of man and the natural developmental expansion of a child and his world. Discuss developing administrative and community support.

I. A program of Career Education in the elementary school should be sequential, orderly, and developmental in nature.

II. The motivation to become a productive worker is fostered in a child.

III. Provisions will be made for the development of knowledge of and an appreciation for work.

IV. The child will be helped to view himself and others as worthwhile and with dignity.

V. Eight areas for discussion:

a. All about me

b. All about me and others

c. The work of the family

d. The work of others

e. What is work?

f. Integrating positive attitudes toward work into the larger curriculum.

g. Attitudes

h. Values

VI. Providing for in-service training and administrative support.

VII. Providing for community support i.e., school-community advisory committee.

WORKSHOP LEADER ACTIVITIES:

I. Conduct a discussion of the above content areas.

II. Help each teacher develop a lesson relative to content area, topics; (see HO: IV-1 Why People Work. Role play sample lesson with teachers as students).

III. Provide for group interaction.

LESSON RESOURCES:

Film: Helpers in Our Community, 1 reel, 11 minutes, b&w $60.00, color $120.00. The film introduces the street repairman, the doctor, the store keeper, the bus driver, and other community helpers. We see how they all work together to make the community a good place to live.

Film Strip: Community Helpers Series, Set No. 2 - 40 frames, color, $6.50. McGraw-Hill.

Songs: McConathy, O., Music For Early Childhood. New York: Silver Burdett, 1952. "Community Helper", "Playing Fireman", "Mister Banker", Mister Policeman".

MATERIALS:

Sufficient copies of HO: IV-1, Why people Work, 16 mm projector and screen, film strip projector and screen.

SUGGESTED REFERENCES:

Johnson, Edward; Ryan, Charles; and Butzow, John. Maine Curriculum Guide for Career Education, K - 12. State Department of Educational and Cultural Services, Augusta, Maine, 1973.

RECOMMENDED TIME:

30 MINUTES

HO: IV-1

(Sample Lesson)

INDIVIDUAL AND ENVIRONMENT GRADE: _____

Why People Work

Developmental Objective: (Awareness, Appreciation, Motivation)

To develop an awareness that from many contributions to environments there are goods and services for the individual.

Related Behavioral Objectives: (Cognitive, Affective, Psychomotor)

1. Given a complete list of community workers the child will be able to list five (5) to ten (10) workers in the community that benefit the individual.
2. Given a list of community helpers, the child will be able to write an illustrated story of at least one paragraph about one of the community helpers listed.
3. Given a list of community workers the child will be able to select a community worker and describe why they feel they would or would not like that work.
4. Given a unit on goods and services the child will be able to draw community workers performing various tasks, showing environment, dress and equipment.
5. Given an illustrated bulletin board of community workers, the child will be able to describe workers in their dress, type of equipment, and environment in which they work.

Activities: (Vicarious, Simulated, Experiential)

1. View filmstrips on community helpers and discuss how each benefits the individual.
2. Listen to and question guest community workers.
3. Read about community services and helpers.
4. Make displays of goods and equipment used by community helpers.
6. Make puppets. Develop and perform skits showing community workers discussing and demonstrating their tasks.
7. Interview a community helper and report to the class. Write to a community helper (one interviewed or visited) and thank him for his daily assistance.

Mini-Lesson: "A Puppet Show on Community Helpers"

Materials Needed:
- paper mache
- cloth scraps
- large cardboard box
- filmstrips on community helpers
- list of people in the community that would volunteer to be interviewed concerning their community jobs
- paper and pencils

Procedures:

1. Class discuss project and how information may be collected to make plays realistic.

2. Students together list community helpers and divide into groups of two or three to collect information on specific community helpers, produce puppets, and write and perform puppet show.

3. Students collect information via reading, observing filmstrips or interviewing community helper.

4. Students make paper mache heads for puppets and dress appropriately.

5. Students develop play showing community workers discussing and demonstrating their "jobs".

6. Students perform skits.

7. Students list community helpers and list tasks that each performs. They may use ideas from the skits.

Module V: CAREER EDUCATION IN THE SECONDARY SCHOOL

Module V is designed to help teachers, administrators, and counselors plan an effective career education program to be implemented in the secondary school. It is assumed that the users of this Module have completed preliminary reading in career education and that others attending this in-service program have previously been oriented to the concepts and goals of career education as presented in Modules I or VI. Secondary school, for the purpose of this lesson is defined as Junior and Senior High School.

LESSON: V - 1

Planning for Career Education in the Secondary School

GOALS:

* To review the concept of career awareness, exploration and preparation as applied to the secondary school.
* To introduce the "Conceptual Hierarchy for Career Education."
* To develop roles for teachers, counselors, administrators and career education coordinators to perform in the "Conceptual Hierachy for Career Education."
* To study procedures for integrating career education into the curriculum.
* To develop one or more career education units to be implemented within each academic discipline of the secondary school.

CONTENT:

I. Career education concepts reviewed (see Career Education and Maine brochure).

II. A presentation of the "Conceptual Hierarchy for Career Education" (see Chapter 1, Career Education and Maine Curriculum Guide).

III. The role of teachers, counselors, administrators and career education coordinators in career education (see Chapter 2, Career Education and Maine Curriculum Guide).

IV. Steps to take in integrating career education into the curriculum are suggested in Chapters 3, 4, 5, and 6.

V. A study of existing programs which infuse career education concepts into the academic disciplines.

VI. The development of a career education unit by each participant.

WORKSHOP LEADER ACTIVITIES:

I. Review with secondary school personnel the goals of career education as found on pages 1-14 of the Career Education and Maine -- General Information brochure and pages 1-5 of Career Education and Maine Curriculum Guide, K-12. Teachers need to be aware of the probable necessity of including career awareness experiences for those Junior and Senior High School students who have not had this opportunity during the elementary grades.

II. Prepare copies of HO: V-1 The World, Work, and Me for the training group. Again, it may be necessary to introduce certain concepts at a later time than indicated in the diagram because some of the career awareness experiences may not have been engaged in at the elementary school level. On pages 8-10 of the Guide the general concepts are sub-divided into specific concept statements which will become the basis for establishing objectives.

III. Note and discuss the role statements on pages 11 to 23 of the Curriculum Guide.

IV. Help staff members to identify those careers which utilize the subject matter taught in the school. Distribute HO: V-2 Some Occupations Related to Interest and Ability in English. Help staff members identify individuals in the local community who are engaged in careers related to those the staff identified and/or are included on the material in HO: V-2.

V. Help staff members identify activities they are already engaged in that integrate career education into the curriculum. Discuss the concepts that are to be integrated into the

curriculum found on pages 108-226 of the Career Education and Maine Curriculum Guide, K-12.

VI. Using HO: V-3 Career Education Curriculum Worksheet (adapted from one provided by the New Jersey State Department of Education) help the staff members to develop a unit which infuses career education components into their on-going disciplines. Plan a time schedule for implementation of the career education unit. Include opportunities for staff feedback and also for evaluation of the unit.

LESSON RESOURCES:

Career Education and Maine - General Information brochure.

Career Education and Maine Curriculum Guide, K-12.

MATERIALS:

Sufficient copies of HO: V-1 The World, Work, and Me

Sufficient copies of HO: V-2 Some Occupations Related to Interest and Ability in English.

Sufficient copies of HO: V-3 Career Education Curriculum Worksheet.

Sufficient copies of HO: V-4 Suggestions an Advisory Committee Might Use in Developing Career Education Practices and Strategies.

SUGGESTED REFERENCES:

Hoyt, K. Career Education--What it is and How to Do It. Salt Lake City, Utah: Olympus Publishing Company, 1972.

Hoyt, K. Career Education Monograph Series, Number Four, High School Curriculum Guide. Center for Occupational Information, North Carolina State University at Raleigh, 1973.

Shoak, M. Series One - A Manual For the Implementation and Administration of Career Education Programs. Center for Occupational Information, North Carolina State University at Raleigh, 1973

RECOMMENDED TIME:

120 MINUTES

Note: Introducing career education into the curriculum is not a one shot procedure. This lesson is merely introductory. A series of planned conferences on the departmental level, across discipline lines, with the full staff, etc., need to be conducted so the program represents a total effort which is continuous in nature.

HO: V-1

The World, Work, and Me

A Conceptual Hierarchy for Career Education

Grades	K-1	2-3	4-5	6-7	8-9	10-12
Concepts						
A. Activity	- -	° °	° °	+ +	+ +	+ +
B. Self	- -	° °	° °	+ +	+ +	+ +
C. Society	- -	° °	° °	+ +	+ +	+ +
D. Geography		- -	° °	° °	+ +	+ +
E. Products		- -	° °	° °	+ +	+ +
F. Careers		- -	° °	° °	+ +	+ +
G. Economics			--	- -	° °	+ +
H. Change			- -	- -	° °	+ +
I. Preparation				- -	° °	+ +
		Career Awareness		Career Exploration		Career Preparation

Code: Introduce Concept - -
- -

Develop Concept ° °
° °

Emphasize Concept + +
+ +

072

A. Activity

1. There are many things I can do.
2. I like to see the results of the things I do.
3. I do things to help others.

B. Self

1. I am both similar and different from others.
2. I learn to do many things easily while there are other things which are more difficult to learn.
3. There are some things I do which make me feel good.

C. Society

1. People need to get along with others.
2. Everyone who works helps others.
3. People have different responsibilities and some direct the work of others.
4. Rules and regulations are necessary to work effectively.

D. Geography

1. Some things can be done better in certain places.
2. The location of natural resources determines in part where many people live, work, and spend their time.
3. Distances between places limits the flow of materials and people.

E. Products

1. There are many different things which are made, grown, mined, and collected.
2. It takes many different abilities to obtain or produce a certain product.
3. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places.
4. As natural resources run out, products made from them are no longer made or are made differently.

F. Careers

1. People work for many reasons, but all careers are related in some way.
2. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way.
3. There are different requirements for every career.
4. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision.
5. When a person plans his career over a period of time he may be happier and more successful as a result.

G. Economics

1. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working.
2. The amount of income earned usually influences the things which can be purchased and the things a person can do.
3. The amount of a person's income is determined in many different ways.
4. The amount of income for work increases as does the cost of products.

H. Changes

1. People change and so the careers they follow often change during life.
2. People change careers because society changes its needs and values.
3. People who do not adapt to the changes in society may have difficulty living.
4. Career changes occur because of the changes in the way products are made.

I. Preparation

1. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized.
2. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter.
3. Generally, there is a relation between the amount of preparation an individual has and his income, but this is not always true.
4. Some careers require both preparation and a certificate or license.
5. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work.

Summary

Career Education provides the opportunity for education to become a relevant and meaningful experience for students and to prepare them for a productive and satisfying life. The challenge is at hand.

Chapter 2 discusses the roles teachers, counselors, administrators, school board members, the State Department of Educational and Cultural Services, career education coordinators and guidance aides may take to meet the challenge.

024

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH

025

HO: V-3

Career Education Curriculum Worksheet

Subject Area _____ Unit of Study _____

Grade Level _____ Staff Name _____

Nine Career Education Concepts*	Learner Objectives	Learner Activities	Learning Resources	Evaluation Procedures
1. Activity				
2. Self				
3. Society				
4. Geography				
5. Products				
6. Careers				
7. Economics				
8. Change				
9. Preparation				

* Career Education and Maine - Curriculum Guide, K-12, pp. 7 - 10.

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Suggestions an Advisory Committee Might Use in Developing Career Education Practices and Strategies

1. Review the report of the ad hoc committee on the status of existing programs offering students opportunities for career awareness, exploration and preparation.

2. Study in depth the career education concepts and philosophy and develop a statement on career education to be used as the basis of the local program.

3. Review the Career Education programs already in operation in Maine and other states and develop a summary statement on these to be presented to the full staff.

4. Develop a plan for assessing local resources.

5. Establish a tentative time schedule for the program divided on basis of action phases.

6. Establish the mechanics for developing career advisory sub-groups in each school.

7. Establish tentative evaluation plans.

8. Review staffing needs to implement a career education program and prepare a report.

9. Review the amount and kind of career education materials and resources presently available and prepare a status report. This might include reference to:

   a. curriculum materials
   b. career education guides
   c. space and facility utilization
   d. outside consultants
   e. outside speakers
   f. local human resources
   g. field trip locations
   h. local settings for short and long term work experiences
   i. career kits, games, simulation materials, etc.
   j. interest inventories
   k. aptitude and achievement tests
   l. books and pamphlets in the library and/or guidance office

10. Study the laws pertaining to student work, pay, release from school and liabilities involved. Present a report.

11. Develop a rationale for career awareness, exploration and preparation experiences outside the school. Submit to the administration and school board for approval.

12. Establish a liaison with colleges, universities and the State Department of Education to help with program planning and implementation.

13. Determine tentative budget needs.

14. Establish a statement regarding the role that job placement will play in the program.

15. Establish plans for developing a survey of possible financial aid help.

16. Review needs for clerical assistance in the program.

17. Develop a tentative plan and schedule for public relations efforts. Included in such a plan might be the following:

    a. newsletters to staff and parents
    b. articles in the newspaper with pictures about career education activities
    c. radio and TV interviews and reports
    d. PTA presentation
    e. showing of locally developed films, slides and video tapes on career education activities
    f. career days (nights) and career fairs
    g. letters from children to their parents about activities
    h. reports to state department personnel
    i. reports from the staff on visitations to other career education programs.
    j. reports on follow-up studies and other informative data
    k. presentations at service clubs, church groups, labor unions, professional meetings, etc., on career education
    l. articles about the local program in professional journals
    m. seminars and workshops on career education open to the public and/or special groups in the community
    m. projects developed which jointly involve students, teachers, administrators and the community
    o. assemblies for students about aspects of career education
    p. bulletin board displays
    q. exhibits, dioramas, mobiles relating to career education
    r. plays which include career education concepts and components
    s. ETV presentations by students
    t. letters from teachers to parents and other community personnel.

18. Develop a statement on student work experiences for credit.

19. Plan a method of incentives which might be accorded business, industry and professional personnel to cover their costs of working with the school.

20. Study the technological advances in terms of various systems approaches for the delivery of career education services.

21. Determine needs for released staff time to pursue career education planning and implementation.

22. Develop and plan a series of in-service career education programs for staff personnel. These programs might include:

    a. a review of the philosophy, concepts and goals of career education
    b. a review of various career education models and materials
    c. a review of present career education practices in the local school(s)
    d. a study of the 15 career clusters and their application to various aspects of the curriculum
    e. a review of published curriculum units in career education
    f. a discussion of the developmental needs of students
    g. acquaintance with career education programs already in operation
    h. acquaintance with career development theories and their relation to the student and the academic discipline
    i. a study of the teacher's influence on student's attitudes and career aspirations
    j. a study of career stereotypes
    k. a discussion of alternatives to higher education
    l. listening to teachers and career education staff members from other schools discuss their programs
    m. presentations by representatives from the state department
    n. presentation of available data on the student body
    o. a study of self-concept theories and their relationship to career education
    p. study present curriculum requirements for graduation in terms of alternatives which might be proposed
    q. a discussion of the role of the parents and the community in career education
    r. a discussion of changing work values in society and how these influence classroom experiences and learning
    s. a discussion of alternative use of present facilities
    t. a presentation by a representative of the Maine Employment Service on labor market trends
    u. a study of the changing roles of women in the world of work
    v. visitation to local business and industry

Module VI: STRATEGIES AND PRACTICES FOR IMPLEMENTING CAREER EDUCATION

Module VI is designed to provide a basis for preparing the strategies and practices which contribute to implementing an effective career education program. The lesson outlined below is to be conducted by a school administrator in cooperation with the career education coordinator, if one has been selected, and/or other interested school personnel who have previously studied career education concepts and programs. It is expected the presenters will be thoroughly grounded in the career education material included in the bibliography. Suggestions for additional lessons are provided at the end of the Module.

LESSON: VI - 1

Preliminary Planning For A Career Education Program

GOALS:

* To provide the school staff and administration an orientation to career education concepts.

* To provide staff an opportunity to decide whether they wish to plan and implement a career education program. If the staff agrees, proceed with the rest of the lesson.

* To select an ad hoc committee of volunteers to determine the present status of existing programs which provide students an opportunity to experience career awareness, exploration and preparation.

* To select an advisory committee of volunteers to develop the strategies and practices to be followed in implementing the program.

* To establish plans to introduce the School Board and representatives of the student body with career education concepts and long range plans.

CONTENT:

I. Conduct a discussion of the following career education concepts:

A. Career education is the integration of cognitive, affective and psychomotor learning (thinking, feeling and doing).

B. Discuss the three levels of career education-awareness, exploration and preparation.

C. Examine procedures that contribute to the goals of career education -- cluster concept, involvement of school personnel, parents, students, and the community.

D. Identification of the need for career education -- discuss any feelings, opinions or survey data that contribute to clarification of this issue (see Module VII for community survey form).

E. Poll the staff to decide if they wish to pursue a career education program and assume responsibility for planning it. If they are agreeable, then the following steps are taken:

1. Two committees are selected from interested volunteers to, first, provide a status report on existing career education efforts in the school, and second, to develop

the strategies and practices to be followed in implementing the program.

2. Develop procedures to introduce the School Board and representatives of the student body with the essential concepts of career education.

WORKSHOP LEADER ACTIVITIES:

I. Introduce the strategy for integration of cognitive, affective and psychomotor learning in career education by using the "thinking, feeling, and doing" pictorial description on the front page of the Career Education and Maine - General Information brochure.

II. Introduce the three levels of career education: awareness, exploration and preparation. Use pages 1 and 2 of the Career Education and Maine - General Information brochure. To expand on these concepts include pages 3 to 5 of the same brochure.

III. Introduce the procedures which contribute to meeting the goals of career education. From the General Information brochure use:

A. Pages 6 and 7: "Introduce all students to the 15 career clusters in the world of work."

B. Page 8: "Involve all school personnel in the career education program."

C. Page 9: "Involve the community in the career education program."

D. Page 10: "Involve parents in the career education program."

E. Page 11: "Involve students in the career education program."

IV. Clarify what career education is NOT. Use the information on page 12 of the brochure.

V. Define the need for career education using the information on page 14 of the brochure.

VI. Permit the staff to decide whether they wish to pursue a career education program. Have them break into groups of 4 to 6 members and discuss the proposal (do not initially expect 100% acceptance of the program). If interest is expressed in planning a program request volunteers for two committees:

1. An ad hoc committee to gather data regarding the present status of career education opportunities already offered students, and:

2. An advisory committee to begin the planning of a career education program (suggestions this committee might consider are included with the "Materials").

VII. Establish procedures to acquaint the School Board with career education concepts and enlist the support of members to work with the advisory committee in planning the program.

VIII. Establish procedures to acquaint representatives of the student body with career education concepts and enlist the support of members to work with the advisory committee in planning the program.

IX. Establish dates for a series of feedback sessions as the career education plans are in the developmental stage.

LESSON RESOURCES:

Career Education and Maine - General Information brochure. State Department of Education, Augusta, Maine, 1973.

MATERIALS:

Sufficient copies of Career Education in Maine - General Information

Sufficient copies of HO: V-4 Suggestions an Advisory Committee Might Use in Developing Career Education Practices and Strategies

Sufficient copies of HO: VI-1 Steps in Starting a Career Education Program.

SUGGESTED REFERENCES:

Career Education and Maine - General Information. Maine State Department of Educational and Cultural Services, Augusta, Maine, 1973.

Career Education and Maine Curriculum Guide, K-12. Maine State Department of Educational and Cultural Services, Augusta, Maine, 1973.

Hoyt, K., et al, Career Education -- What It Is and How To Do It. Salt Lake City, Utah: Olympus Publishing Company, 1972.

Shook, M. and Morgan, R. Career Education Monograph Series, "Series One - A Manual for the Implementation and Administration of Career Education Programs," Center for Occupational Education, North Carolina State University at Raleigh, 1973.

RECOMMENDED TIME:

120 MINUTES

It may be more acceptable to break this presentation into two or more parts to permit the staff to become accustomed to the ideas.

Note: Planning a career education program is not a one-shot procedure. It is expected that this introductory lesson will provide the basis for a series of in-service meetings, seminars, workshops, etc., which will assure continuity and success as the program is implemented.

HO: VI-1

STEPS IN STARTING
A CAREER
EDUCATION PROGRAM

1. School Administrators study and understand the concepts underlying Career Education and endorse the planning and development of a program through their active participation.
2. An ad hoc committee is named from volunteers to determine the present status of existing programs which provide students the opportunity to experience Career Awareness, Exploration and Preparation. They report the need to the Administrator.
3. The school staff is acquainted with the Career Education concepts and agrees to try a program for a set period of time.
4. The School Board is assessed of the interest in a Career Education program and present status of Career Awareness, Exploration and Preparation offerings in the school and the needs which exist in this area.
5. Students are appraised of the plan to develop a Career Education Program.
6. An individual is named to coordinate the Career Education Program
7. An Advisory Committee is established to develop appropriate steps in planning and implementing a Career Education Program.
8. In-service programs are established for staff personnel including a planned program of learning experiences.
9. Community Career Education Task Force Teams are established.
10. A planned procedure is developed for keeping all publics informed of the program.
11. Resources are provided.
12. A sequentially planned Career Education Program is implemented.
13. Evaluation of the program is conducted on a regular schedule.
14. Revisions are made in the program as necessary.
15. The staff votes on whether or not to continue the Career Education Program at the conclusion of the initial period of implementation.

Module VII: COMMUNITY INVOLVEMENT IN CAREER EDUCATION

Each educator within the local school must consider creative strategies for involving and using non-school personnel in the career development program. The goals and objectives of Career Education are conceptualized at a level that requires community involvement. Career awareness and the development of self-understanding are best developed in a comprehensive school-community based program. A variety of specialists and lay personnel need to be involved in this program. The Boy Scouts of America conduct an annual career interest survey among high school sophomores and this data could be of help in planning exploratory activities in the elementary school. For too long a wall has existed between the educational efforts of the school and the concerns of parents, businessmen, and community agency personnel. It is the purpose of this module to suggest specific strategies and activities for involving representative members of the community in the career education program.

The Workshop Leader must consider two distinct elements in conducting this module: (1) the involvement of the community and (2) training teachers to use community resources. A successful career education program requires that school personnel curb their tendency to assume a "have all the answers" posture and encourage community representatives to speak freely. The leader must serve as a stimulator of school and community interaction and planning.

Reproduced with permission of the Agency for Instructional Television, Bloomington, Indiana from the Instructional Resource Package of "Bread and Butterflies" series (material adapted for Training Manual).

GOALS:

The basic goals of a school-community based career education program are as follows:

* To involve varied representatives of the community in the task of helping children develop career awareness and identity.

* To utilize community resources in support of those used by the school staff for career education.

* To stimulate awareness among children that parents and other community members do care and are interested in their future.

* To publicize the work of teachers, counselors, and administrators in helping children with career development tasks.

* To publicize career education to parents, businessmen and others.

* To train teachers in utilizing community based resources in support of career education.

LESSON: VII - 1

Community Involvement Strategies

GOAL:

To examine a variety of strategies that will support the career education program and inform the community.

CONTENT:

A career education program based on awareness, self-development, and realistic experiences prior to entering junior or senior high school requires several actions. First, the faculty must develop an information base for their community, neighborhood, town, or city. What resources are available? Second, how and under what conditions may these resources be used. The Workshop Leader should suggest the following for consideration by the group:

I. Principles for Community Involvement:

A. The use of resource people will:

1. Bring parents into the classroom as participants;
2. Involve the business community as active demonstrators and discussion leaders;
3. Provide real contact between young people and adults in a meaningful dialogue;
4. Provide "success stories" for young people from minority groups.

B. The use of field visitations will:

1. Provide students with actual observations of people at work;
2. Involve the community as an active participant in the learning process;
3. Demonstrate the relationship between classroom subject matter and use in real life work role.

C. The use of role playing will:

1. Promote personal interaction between students;

2. Provide opportunity for self-assessment of feelings and reactions to others;

3. Simulate realistic personal interchanges that occur at school and work.

D. The use of "hands-on" activities will:

1. Provide opportunities for students to participate in simulated task-oriented situations (i.e., operating a business);

2. Promote acceptance of learning by doing (i.e., using one's hands to paint a wall or build a classroom store);

3. Involve all youngsters in some aspect of classroom activities.

II. The Survey Technique is a procedure for identifying and locating community resources. School - Community Resource Inventory (HO: VII-1) is an example. The following resources are typical "finds" in a community:

A. Use the yellow pages of the phone book for locations of business/industry concerns. The local Chamber of Commerce is another data bank for identifying community resources.

B. Community speakers such as retired persons, specialists, parents, etc.;

C. Civic groups and various public service agencies (i.e., the Rotary, Lions, Kiwanis, etc.).

III. Public communication media:

A. Stress that local television stations, newspapers (dailies and weeklies), community bulletin boards, and radio are vehicles for informing the public about career education.

B. The media can be used for seeking both volunteer help and financial contributions.

IV. Business and Industry:

1. A survey of local businesses should be conducted to determine what type of contribution they would be willing to make.

V. Existing Programs:

1. Survey the faculty and staff within the school to ascertain existing community based programs;

2. How and under what conditions are community based resources being used?

WORKSHOP LEADER ACTIVITIES:

I. Invite representatives of either the school or community to discuss ways in which they would like to participate in the career education program.

II. Review School - Community Resource Inventory with the group.

III. Divide the workshop into groups of three or four to plan a strategy for surveying the community.

IV. Develop a sample Resource Unit that has been planned by the Citizen's Advisory Group. A teaching unit should demonstrate:

A. Curriculum tie-in;

B. "Hands-on" activities;

C. Utilization of role models;

D. Field resource use.

Refer to the Maine Career Education Curriculum Guide for an illustration of subject "tie-in" and classroom activities. Suggest that the principles for use of role models, field visitations, role-playing, and "hands-on" activities need to be considered when developing classroom procedures.

LESSON RESOURCES:

HO: VII-1 School-Community Resource Inventory

HO: VII-2 Guidelines for Using Career Resource Personnel

MATERIALS:

Prepare sufficient copies of handout materials as needed.

Telephone directory.

SUGGESTED REFERENCES:

For suggested purchase by the participants:

Yellow Pages of Learning Resources. Cambridge, Mass.: MIT Press, 1972.

RECOMMENDED TIME:

60 MINUTES

HO: VII-1

School - Community Resource Inventory

(Intended for use by workshop staff)

An inventory of school and community resources that will support the career development program should be conducted before the workshop sessions. Its purpose is to identify work relations, facilities, speakers, and funds to support the career development program.

1. Survey the faculty and staff to identify previous work experience - establish a card index file.

2. List career development support materials (e.g., Worker Awareness Program, Chronicle Guidance, Inc., 1973).

   _____

   _____

3. Identify opportunities for visiting businesses and industries. List those plants that permit visits.

   _____ _____

   _____ _____

4. What size groups are permitted to visit the business or plant? Identify by plant name:

   _____ (Large: 20+) _____ (Small: 2-10)

   _____ (Medium: 10-20) _____ (Individual)

5. Identify community leaders who would be willing to demonstrate their work roles in the school.

   _____ _____

6. What funds are reserved by out-of-school agencies to support local education (e.g., Rotary, Lions, specific businesses).

   Name _____ Amount _____

   Name _____ Amount _____

7. Identify career information materials, seminars, or on-site training opportunities available to ten to twelve year olds. Would you be willing to send these to the school?

Business/Industry	Materials	Yes	No
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___

8. Please identify community resource materials:

_____ Library, audio-visual, etc.

_____ Classroom speakers

_____ Tools, simulation materials, games

_____ People

9. List community representatives who would be willing to serve on an advisory committee:

_____

_____

_____

_____

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HO: VII-2

Guidelines for Using Career Resource Personnel

I. Rationale for Using Resource People:

A. Unique experiences;

B. Career variety;

C. Realism in the classroom;

D. Involve public in education.

II. Selecting Resource Persons:

A. Relate to instruction;

B. Use in relation to grade level occupational emphasis;

C. Ability to communicate.

III. Preparing for the Resource Person's Visit:

A. Prepare the class, provide basic information about the visitor;

B. Prepare in advance the questions to be discussed (i.e., nature of job, satisfaction, working conditions);

C. Provide the resource person with background information about the class;

D. Order equipment or prepare special materials;

E. Provide the resource person information about the career education program.

IV. Presentation:

A. Stress realism; have a carpenter construct a dry-wall, the plumber assemble pipes, etc.;

B. Present at a level of understanding suited to the particular grade;

C. Adhere to a time schedule; this helps both the resource person and the class.

V. Follow-Up:

A. Evaluate children's reactions to the visit;

B. Write your reactions to the presentation and file it in your resource file;

C. Write, or have children write, thank you notes to help foster good school-community relations.

Source: Ryan, C.W. and Muro, J.J. Career Education: An Integrating Process. Columbus, Ohio: The Center for Vocational-Technical Education, 1973.

LESSON: VII - 2

Business - Industry Cooperation

GOAL:

To identify and describe realistic support services that the business-industry sector can provide to career education.

CONTENT:

The Workshop Leader should present a mini-discussion on the contributions business and industry can make to career education. For example, the following are possible contributions from the private sector:

I. Speakers for the classroom (also, demonstration of new technology):

   A. Why people work;

   B. How it plays a vital part in man's search for purpose.

II. Illustrate the following activities:

   A. Work observation -- plant tours;

   B. Work simulation experiences;

   C. Funding support for career development activities. It may be in direct development grants, gifts of equipment, or publication of career development materials. For example, the local chamber of commerce might be willing to sponsor a Career Resource Directory.

WORKSHOP LEADER ACTIVITIES:

I. Lead a discussion of roles business, industry, and community agencies can assume in the career education program.

II. Conduct a Resource Person Utilization simulation. Have a member of the group volunteer to discuss his previous career experiences. Have each participant list all the jobs they

have held on a 3 x 5 card. Use the following questions to conduct the demonstration after selecting one member of the group who is willing to discuss his job history. (In this exercise select any occupation that is listed on the 3 x 5 cards turned in by the group).

A. How did you find out about the job?

B. What do you like most about your job?

C. What do you like least about your job?

D. What special training do you need for this job?

E. What should a young person consider if interested in this type of work?

F. What are the advantages or disadvantages of this job?

III. Suggest the following guidelines as rules for guiding use or contact with the Business Community:

A. Contact the business or industry to be visited to establish the objectives to be covered by the field trip;

B. Establish a community resource career bank listing occupations and industries willing to be involved in classroom demonstrations or field trips;

C. Do not visit the same plant or business more than two or three times in a school year;

D. Develop a community advisory committee that meets regularly with school personnel;

E. Establish an exchange program that has a business representative teach or demonstrate a concept in the classroom. Encourage teachers to spend an afternoon once a month in a plant or business to "experience" work.

LESSON RESOURCES:

HO: VII-2 Guidelines for Using Career Resource Personnel (see Lesson VII-1).

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MATERIALS:

3 x 5 cards

Sufficient copies of HO: VII-2

SUGGESTED REFERENCE:

Career Education and the Businessman. Washington, D.C.: National Chamber of Commerce, 1973.

RECOMMENDED TIME:

30 MINUTES

LESSON: VII - 3

School - Community Activities

GOAL:

To identify and describe activities and techniques which could be used by the workshop participants to integrate career education within the classroom.

CONTENT:

A major goal of career education is to help children develop a personal view of self and relate it to both community and personal needs. Utilizing community resources in the classroom is one method for stimulating career awareness. The workshop leader needs to stress that career development experiences must be appropriate for the developmental level of children and related to their individual differences. Suggest that each teacher must consider "readiness", "needs", "goals", "values", and "maturity" in developing a community awareness program. All curriculum activities need to be interpreted broadly and must include school-community experiences. A creative and meaningful series of activities must be developed to support career education. The following activities are suggested in two phases:

Phase 1: In-school Community Activities

The following are illustrative of the types of community resources that can be integrated within traditional classroom work:

I. Social Studies:

A. Discuss the occupational structure in the community;

1. What industries or occupations dominate?

2. What geographical factors contributed to this dominance?

3. What impact do these occupations or industries have on the value structure?

4. How do they influence family life style?

5. What occupations are the parents engaged in?

II. Language Arts:

A. Have the children write and discuss reports that analyze the community occupational structure;

1. A helpful lead is, "If I were _____ for a day, these are the things I would do."

III. Guidance:

A. Have the school counselor lead group sessions to discuss these topics:

1. "Family values about work";

2. "Children's perceptions of work";

3. "Attitudes about people at work";

4. "Occupational roles defined in terms of sex or race";

5. "Good vs. bad jobs";

6. "Different values about work."

B. Perhaps each child could write a short note to his parents saying, "Right now I want to be a _____ when I grow up."

IV. Art:

A. Have the art teacher work with the Social Studies teacher to develop bulletin boards, self-portraits, or pictures of people at work in our community;

1. A Polaroid camera can be used to "shoot" all the occupations in our school, plus those that service the building;

2. Have the children develop bulletin boards, stories, and participate in job simulations with the school based careers;

   a. Children could interview the fuel oil delivery person, draw pictures of the equipment and try out the actual delivery process.

V. Role Models:

A. All subjects can utilize role models invited to the classroom to discuss their careers with the children;

1. It would be particularly helpful if children could meet minority group members or females who have achieved career success;

2. Women who are employed in non-traditional female jobs, such as engineering or truck driving, should be sought;

3. Blacks or other minority group members who are experiencing either career success or failure should be involved in the career development process.

VI. Mathematics:

A. Have the children apply mathematical concepts in the construction of simulation models for use in the classroom;

1. A science display will probably require a variety of material;

2. The children will need to figure how much, proper sizes, etc.;

3. Invite a skilled craftsman to demonstrate proper use of tools for assembling the display prior to actual construction by the children.

(The above are suggested in-class career development activities).

Phase 2: Out-of-Class Activities

Field visits to business, industry, community agencies, and recreational centers constitute valuable career development experiences. Urge each workshop participant to "reach out" for community help.

I. Visits to Business:

A. Industry must focus on what people do and why they like/dislike their work;

B. Children should see and talk with persons in various types of occupations;

C. Life style of workers is related to choosing and working in a career.

II. Walking Tours (limited funds or a lack of fuel should not deter the creative teacher):

A. If a house is under construction within sight of the school a small group of children could interview, record, and film the actual work, or it could constitute a major class project;

B. In addition to on the site workers, a variety of related careers and services could be investigated (i.e., the telephone company representative installing phone service).

III. Teacher Involvement With Local Businessmen:

A. Seminars;

B. Career fairs;

C. Development of community-oriented career information materials;

1. The Rotary maintains a list of speakers available to the community and this could be published for use by the faculty.

IV. Shadow Activities:

A. Have the parents of sixth graders take their children to work with them for a day on the job;

1. Hazardous occupations will need to be avoided;

2. Perhaps one or two parents would be willing to have more than one student accompany them.

V. It is suggested that teachers be alert to the following problems in establishing out-of-class activities:

A. Too many field trips to a particular plant or business may hamper productivity;

1. How will you address this problem?

B. Field visitations need careful planning;

1. Have you established a joint industry-education advisory committee?

C. How can you insure that resource volunteers who participate in the career development program are qualified and can work with children?

D. Will industry support the release time concept to enable workers to speak or demonstrate skills in the school?

WORKSHOP LEADER ACTIVITIES:

I. Simulate a discussion of community based career education activities and materials.

A. If time permits, divide participants into groups of three or four to "brainstorm" techniques for using community resources.

II. Use HO: VII-3 Study Trips.

A. Review and clarify questions about its use.

III. Discuss strategies for using community resources and possible problems to be encountered.

IV. Discuss the procedure for developing a resource unit.

A. What is a resource unit?

1. A resource unit encompasses both curriculum and career development goals;

2. Each teacher must ask "Do my instructional plans integrate the major goals of career education?"

B. How do you implement it?

1. Refer to the Maine Career Education Curriculum Guide to demonstrate short and long-term learning activities;

2. Some excellent examples of "doing" activities could be illustrated for the participants.

V. Post - Lesson Questions:

A. What action steps will you have to initiate over the next several months to insure community involvement?

B. What plan will you develop to contact local businessmen?

C. What materials will you need over the next three to six months to increase use of community resource?

D. Do you know any parents that will agree to help with career development in the classroom?

LESSON RESOURCES:

HO: VII-3 Study Trips

MATERIALS:

Sufficient copies of Handout material.

SUGGESTED REFERENCES:

Burt, S. and Lessinger, L. Volunteer Industry Involvement in Public Education. Lexington, Mass.: D. C. Heath & Company, 1973

Hassen, Lorraine S. Career Guidance in School and Community. Washington, D.C.: American Personnel and Guidance Assoc., 1969.

Isenberg, R.M. and Smith, J. "Involving the Community in Career Education" Career Education, Monograph #9, Center for Occupational Education, North Carolina State University at Raleigh, 1973.

RECOMMENDED TIME:

60 MINUTES

HO: VII-3

Study Trips

(Field Trips)

Purposes:

1. To teach students how to learn "in the field";
2. To teach students how to relate what they have learned in the outside world to what they have learned in class;
3. To teach students how to relate what they have learned in the classroom to the outside world.

Facts:

1. Students should get many of their educational experiences through study trips;
2. Life in the classroom can cover only a small part of our total experiences;
3. Study trips can make learning more interesting and meaningful;
4. Study trips often stimulate and motivate students more effectively than classroom activity.

Questions: Before planning a study trip, ask yourself the following questions:

1. Will it help to illustrate and clarify concepts currently being presented in the classroom?
2. Will it provide an adequate sampling of the process or the facts?
3. Will it correct any misconceptions?
4. Will it be worth the time, expense, and effort involved?
5. Can your purpose be realized without undue inconvenience to students, parents, teachers, and the people visited?
6. Have safety hazards been considered?
7. Are the parents and community likely to support this study trip?
8. Is a study trip the best way to accomplish the learning objectives?

Procedures:

Administrative Arrangements

1. Make a survey, with a list of potential places to visit, points of interest, people to contact, and the like.
2. Estimate the length of time involved and the roundtrip schedule.
3. Complete the school form for a proposed study trip to take with you when you have a conference with your principal. (We have enclosed Form 1 in case your school does not have such a form.)
4. Get consent for study trip from your school administrator.
5. Decide whether the entire class or a select group should go.
6. Make arrangements with authorities at the destination point and with any involved school personnel.
7. Make arrangements for transportation (if needed), plan the transportation route in detail, and arrange for financing.
8. Get parental consent for the students involved by using the appropriate school form (We have enclosed Form 2 in case your school does not have such a form.)

Teacher Preparations

1. Arouse student interest in the need for a study trip.
2. Discuss with students the questions, concerns, etc., which the study trip will help to clarify.
3. Cooperatively decide on whether or not to take the study trip.
4. Develop a background for students (reference materials, films, etc.), so they can benefit from the study trip.
5. Work out with students specific points to observe, specific questions to ask, etc., on the study trip.
6. Set up with students the standards for dress, safety, and behavior.
7. Review any specifics of the study trip the day before, such as time, names of people, transportation arrangements, money transactions, special equipment or supplies, etc.
8. Prepare and distribute any materials needed.

9. Following the study trip:

   a. Discuss with students the observations made on the study trip;

   b. Relate these observations to the ongoing lesson objectives;

   c. Evaluate with students how well they learned what they had hoped to learn; and

   d. Write a thank-you note to the person(s) involved in the study trip.

Source: Ryan, C.W. and Muro, J.J. Career Education: An Integrating Process. Columbus, Ohio: The Center for Vocational-Technical Education, 1973.

LESSON: VII - 4

Working With Parents

GOALS:

* To examine a variety of strategies for involving parents in career education activities.

* To present strategies for informing parents about the career education program.

CONTENT:

The home provides the elementary school student with his first and most persistent contact with a worker. Parents play an early and significant role in the child's development of attitude and habits conducive to his career development. Parents can be alerted to ways in which they can be profitably involved in their child's career development experiences.

WORKSHOP LEADER ACTIVITIES:

I. Distribute a 3 x 5 index card to each participant and ask each participant to list three concrete suggestions for ways that parents could provide input into the learning activities that accompany the Maine Career Education Curriculum Guide.

II. Have each participant give orally one suggestion for parent involvement until the list of suggestions has been exhausted. Recommend that participants may wish to record the suggestions as they are given.

III. Some of the ideas will undoubtedly include suggestions such as:

A. Students can interview parents about work;

B. Parents can come to the classroom and talk to students about work;

C. Parents can come to the classroom and demonstrate activities related to hobbies;

D. Students can visit a parent's place of employment.

IV. Suggest that evaluation by parents of the career education program can also serve as a means to inform parents. Distribute HO: VII-4 "Bread and Butterflies" Survey for Parents as a sample. This survey is designed for use by schools that are utilizing the "Bread and Butterflies" series.

RESOURCES:

HO: VII-4 "Bread and Butterflies" Survey for Parents

MATERIALS:

Sufficient copies of handout materials.

RECOMMENDED TIME:

15 MINUTES

HO: VII-4

"Bread & Butterflies" Survey for Parents"

Your child is currently having the opportunity to view an instructional television series on career development. The series, "Bread & Butterflies" is being shown on Channel __. Please fill out and return this sheet. The results will help us in planning instructional programs for your child.

1. Have you heard about the "Bread & Butterflies" series? ___Yes ___No

2. If so, did you first hear about the program from:

_____Your child	_____A P.T.A. meeting	_____Television
_____A teacher or other school personnel	_____Radio	_____Newspaper
		_____Other

3. Does your child talk about the "Bread & Butterflies" series or other career development activities that are a part of his school program? _____Yes _____No

4. Which of the following do you feel is the best way for parents to learn about school activities, such as the "Bread & Butterflies" series?

_____Your child's school work brought home	_____Radio or television reports	_____Other - please list
_____A visit to the school	_____Newspapers	_____
_____P.T.A. meetings	_____A newsletter from us to you	_____

5. We welcome your visits. If you would like to visit your child's class to talk with his or her friends about your job or your hobbies, please check below and list the days that are most convenient for you to come:

Name _____ Address _____

Telephone No. _____Occupation or Hobby _____

I would like to visit on _____

If you would like to view some programs in the "Bread & Butterflies" series, detach the attached viewing schedule. It might be fun for you and your child to discuss the program!

HO: VII-4 (continued)

COMING ATTRACTIONS ON CHANNEL ___

"Bread & Butterflies" Career Development Series

DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____
Synopsis	Synopsis	Synopsis
DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____
Synopsis	Synopsis	Synopsis
DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____
Synopsis	Synopsis	Synopsis
DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____	DATE _____ TIME _____ TITLE _____
Synopsis	Synopsis	Synopsis

Module VIII: CAREER EDUCATION AND ECONOMIC EDUCATION

This module is predicated on two basic assumptions. First, the rapidity of change in our economy is accelerating and that this change will create both problems and opportunities for Americans as we move into the last quarter of the present century. Secondly, young people who possess economic literacy and social perspective will be able to maximize their participation in the economic life of the nation.

LESSON: VIII - 1

Economic Education - A Segment of Career Education

GOALS:

* To introduce value analysis and value clarification strategies.
* To review the steps in rational decision making.
* To introduce the world of work Economic Education concept.

CONTENT:

I. Value analysis and value clarification strategies.

II. The decision making process.

III. The relationship of career and economic education.

WORKSHOP LEADER ACTIVITIES:

I. Distribute HO: VIII-1 Attitudes and the World of Work and ask teachers to quickly respond to the questionnaire. Collect and tabulate data. Discuss the differing points of view and attempt to get each teacher to explain his/her reason for taking such a position.

II. Distribute HO: VIII-2, and ask the teachers to respond to the questions provided. Ask for volunteers to share their responses. Consider, in addition, what the alternatives and consequences are to the teachers' responses.

III. Using the information provided on HO: VIII-3 (either as a handout, written on the chalkboard, or as an overhead transparency), ask the teachers if they have, in fact, followed the "Steps in Rational Policy Analysis" in discussing the cartoon.

IV. Distribute HO: VIII-4, and ask the teachers to discuss where economic education bite into career and vocational education.

V. Divide the teachers into groups of 4 or 5 and ask them to discuss the economic implications involved in HO: VIII-5 End of the Road for the Migrant Harvesters. Have each group develop several statements of economic policies which they think the government ought to pursue.

VI. Give HO: VIII-6 to the teachers and review it with them.

VII. Distribute HO: VIII-7 Manpower and Economic Education, and examine the various topics as they relate to career education.

RESOURCES:

HO: VIII-1 Attitudes and the World of Work

HO: VIII-2 Cartoon reproduced from: The Chronical of Higher Education, June 7, 1971.

HO: VIII-3 Steps in Rational Policy Analysis

HO: VIII-4 What is your Perception of Career Education?

HO: VIII-5 End of the Road For the Migrant Harvesters

HO: VIII-6 The Fundamental Idea Relationships of Economic Knowledge

HO: VIII-7 Manpower and Economic Education

MATERIALS:

Prepare sufficient copies of all handout materials.

SUGGESTED REFERENCES:

Manpower and Economic Education (A Personal and Social Approach to Career Education), Robert Darcy and Phillip Powell. Denver: Love Publishing Company, 1973.

Decision-Making and Vocational Development, Edwin Herr. Boston: Houghton-Mifflin, 1970.

Work in American Society, Seymour Wolfbein. Glenview, Illinois: Scott, Foresman & Company, 1971.

The Technological Society, Jacques Ellul. New York: Random House, 1967.

Future Shock, Alvin Toffler. New York: Bantam Books, 1971.

RECOMMENDED TIME:

120 MINUTES

Note: To stay within this time limit, however, it may be necessary to delete some of the activities. Since each group of teachers differ considerably, we believe that the Workshop Leader should decide which material to use.

HO: VIII-1

Attitudes and the World of Work

Instructions: For each of the following statements, indicate your attitude toward the statement in one of five ways:

SA - Strongly agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly disagree

CIRCLE YOUR RESPONSE

1. Public schools should not train students for work; they should educate students for work.

   SA A U D SD

2. The government should be responsible for providing work for anyone who cannot find a job in the private sector.

   SA A U D SD

3. Psychological satisfactions of work are more important than the monetary income workers receive.

   SA A U D SD

4. Something should be done to change the fact that licensed plumbers usually earn more than registered nurses.

   SA A U D SD

5. No student should graduate from high school unless he or she has held a paying job for at least two weeks duration.

   SA A U D SD

6. Anyone who really wants to work can get a suitable job.

   SA A U D SD

Focus for discussion: By S. Stowell Symmes, Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York, 10036

Cartoon reproduced from:
The Chronicle of Higher Education, June 7, 1971.

YARDLEY JONES, TORONTO TELEGRAM

"Alvin has a BA and Orville has a PhD, but Ervin has a JOB!"

What is your first reaction to the situation represented by this cartoon?

In what way (s) are schools (elementary, high schools, colleges) responsible for the situation this cartoon represents?

Should school (college) curricula be modified to reduce the possibility of such situations?

If so, what specific ways can you suggest for modifying school (college) practices?
If not, why not?

---

*Focus for discussion: By S. Stowell Symmes, Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036.

STEPS IN RATIONAL POLICY ANALYSIS

1. DEFINE THE PROBLEM (RELEVANT FACTS AND KEY ISSUES)

2. IDENTIFY GOALS AND UNDERLYING VALUES

3. CONSIDER ALTERNATIVE MEASURES FOR ACHIEVING GOALS

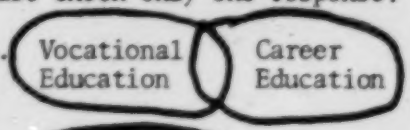
4. ANALYZE CONSEQUENCES OF ALTERNATIVE COURSES OF ACTION

5. CHOOSE BEST POLICY

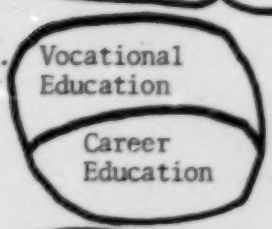
HO: VIII-3

What is Your Perception of Career Education

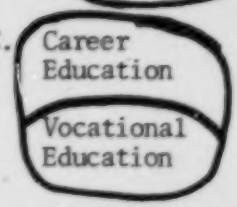
1. Which of the following most closely illustrates your perception of the relationship between vocational education and career education? Please check only one response.

___ A. 

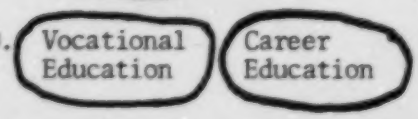
Some overlap exists but both have some unique characteristics.

___ B. 

Vocational Education includes Career Education.

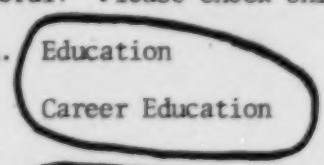
___ C. 

Career Education includes Vocational Education.

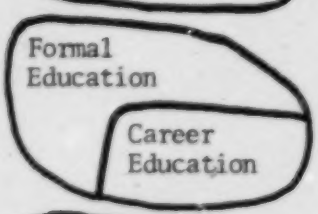
___ D. 

Both are separate, one possibly happening before the other or concurrent with the other.

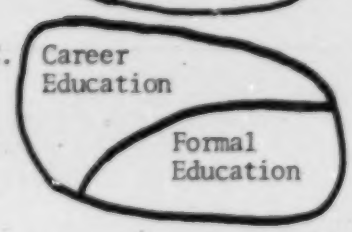
2. Which of the following most closely illustrated your perception of the relationship between career education and formal education in general? Please check only one response.

___ A. 

One and the same

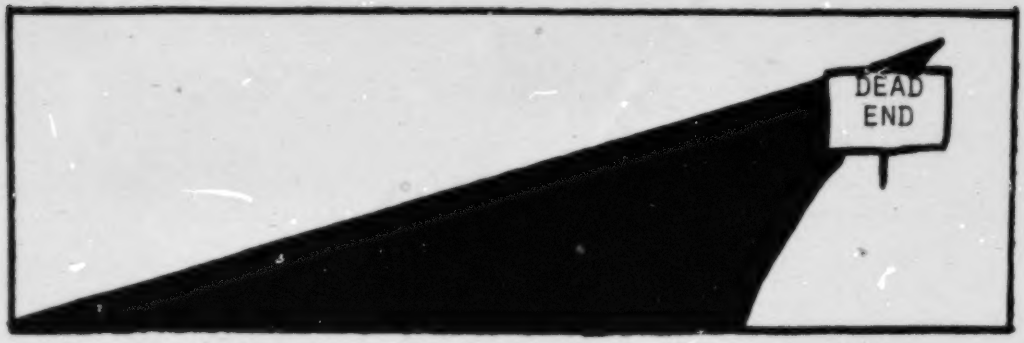
___ B. 

Some formal education is not career education

___ C. 

Career Education includes formal education.

END OF THE ROAD FOR THE MIGRANT HARVESTERS*



Carlos Mendosa, a migrant crew leader, saw the tomato combine coming towards him:

"I suppose we all knew these things were coming," he said. "We had heard about them, but somehow you can't believe it until you see it. It is part of the beginning of the end for us hand and vegetable pickers."

"Isn't that sad?" we said. "After all there are close to 300,000 workers."

"Maybe so, but look what took place. It seemed machinery to harvest fruits and watery vegetables had the engineers stopped. These crops usually cannot take rough handling. They also ripen at different times during the growing season. But these things only slowed down the bright boys."

"Out there," he pointed, "you see their newest discovery. They made a tomato that will ripen at the same time and can take rough handling. Now, they are trying to build a machine that can tell the difference between green and red tomatoes. They have shaking machines that can clean a cherry tree in 3 minutes and a harvesting machine that can pick four rows of lettuce at a time. I have heard that God of these machines can harvest all the lettuce now grown in the world. Now, you tell me, where does the hand vegetable and fruit picker go from here?"

Carlos Mendosa's question is important for today. Machinery was not important in 1950. There were a great many children, migrants and Mexicans to do the work. Hand labor was cheaper than machinery. This

* Open Doors: School-Business Partnerships, 20 West 40th Street, New York, New York, 10018

is not true today. There are fewer workers for the farm now. People don't want to be "stoop" workers. The 200,000 Mexican workers can no longer come into the United States. The Mexicans had lived in barracks. They did not bring their families with them. The Americans want to live with their families. They want better homes and field conditions.

The wages of the American farm workers are going up. They get paid $1.33 an hour.

There was a need for more harvesting machinery. As a New England farmer said:

"We have ordered a blueberry combine. Most of the money we spend is on wages for workers, and we can't afford any more. Machinery is the only way we can keep costs down."

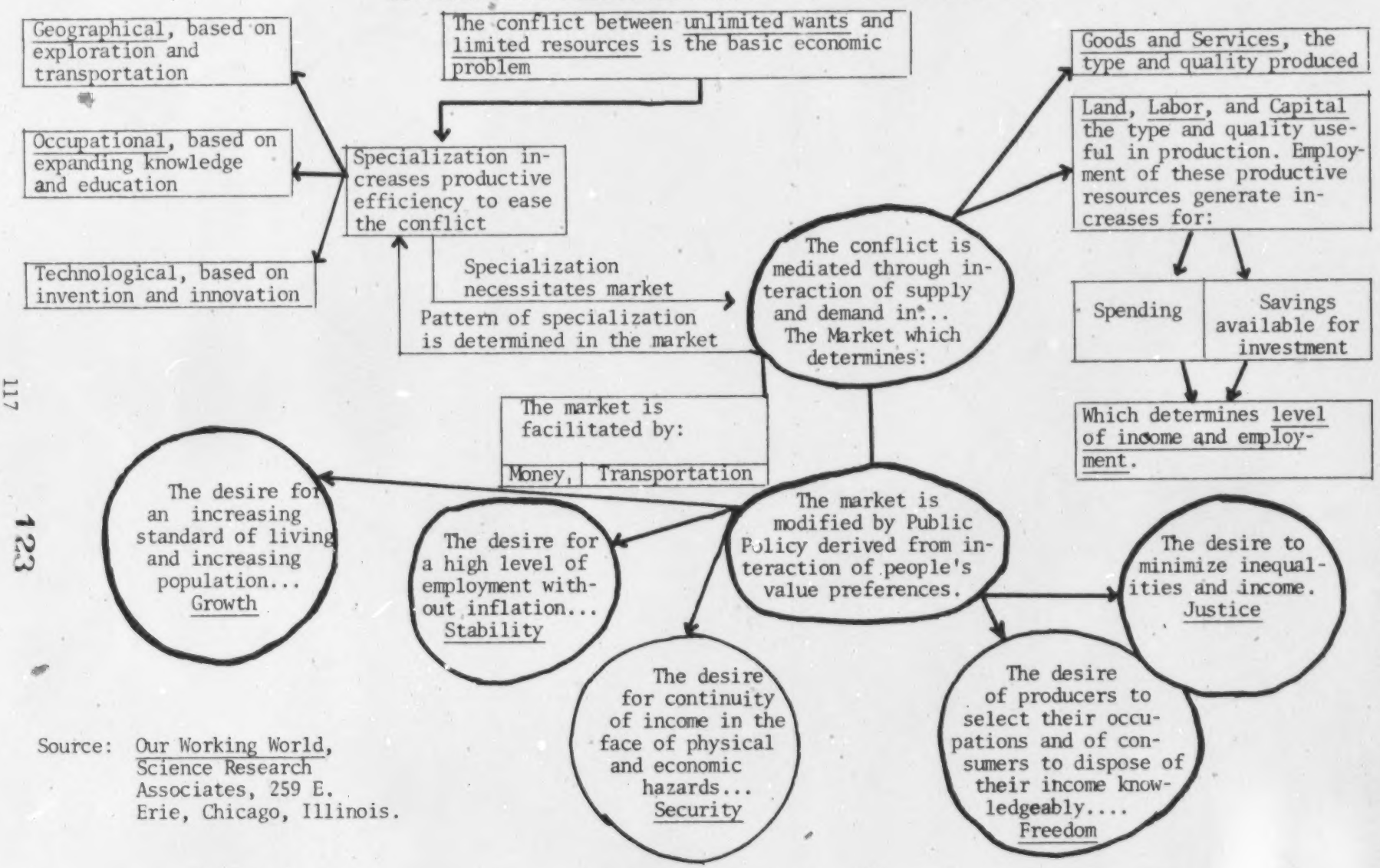
There are still jobs for vegetable and fruit workers. But the need for workers is going down. What can be done for these workers? There is some hope for retraining them. But many of the retraining jobs are in the area of farming. The training programs are not that good in the rural areas. They do not have the schools and the equipment to retrain them. The migrant worker usually has a very low level of education. He can only be retrained for low-skilled and menial jobs.

The Manpower Development and Training Act of 1962 (MDTA) is the main group for retraining farm workers. One group of 500 Mexican-Americans and other low-skilled people are being given on-the-job training on ranches and farms, in wineries, and in food-processing plants. The program has also relocated and found work for 13,000 workers and their families.

Carlos Mendosa's fear is real. Many migrants will pick their last crops in the next ten years. The dollar costs will be great if the unemployed harvester is to be retrained. Otherwise, he will join the large numbers of untrained people on the way to the city.

Focus for discussion: By S. Stowell Symmes, Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York, 10036

THE FUNDAMENTAL IDEA OF RELATIONSHIPS OF ECONOMIC KNOWLEDGE


The conflict between unlimited wants and limited resources is the basic economic problem
Geographical, based on exploration and transportation
Occupational, based on expanding knowledge and education
Technological, based on invention and innovation
Specialization increases productive efficiency to ease the conflict
Specialization necessitates market
Pattern of specialization is determined in the market
The conflict is mediated through interaction of supply and demand in... The Market which determines:
Goods and Services, the type and quality produced
Land, Labor, and Capital the type and quality useful in production. Employment of these productive resources generate increases for:
Spending
Savings available for investment
Which determines level of income and employment.
The market is facilitated by:
Money
Transportation
The market is modified by Public Policy derived from interaction of people's value preferences.
The desire for an increasing standard of living and increasing population... Growth
The desire for a high level of employment without inflation... Stability
The desire for continuity of income in the face of physical and economic hazards... Security
The desire of producers to select their occupations and of consumers to dispose of their income knowledgeably.... Freedom
The desire to minimize inequalities and income. Justice

Source: Our Working World, Science Research Associates, 259 E. Erie, Chicago, Illinois.

HO: VIII-7

Manpower and Economic Education*

A Personal and Social Approach to Career Education
By Robert L. Darcy and Phillip E. Powell

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* Lesson outline of Manpower and Economic Education: Opportunities in American Economic Life. Denver Colorado: Love Publishing Company, 1973.

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Module IX: EVALUATION STRATEGIES IN CAREER EDUCATION

Evaluation of career education efforts is no less important than evaluation of other aspects of the academic curriculum. Evaluation is the examination and judgment of identified processes or events with respect to previously identified standards. Decision making is the basis of any evaluation process. The decision making activity begins before the program is fully developed and continues while the program is in process and terminates with the recommendations for change to be incorporated in the program.

Evaluation is not the same for every program developed and must consider the particular uniqueness of each program. Some guidelines are available and they will be outlined in this module but each program must employ a personal evaluation strategy dependent upon values, needs and goals.

The critical function of an evaluation effort is to improve the program. This desire often leads the evaluator to select and evaluate processes and events which can be easily manipulated. This procedure gives rise to a good deal of data but it is often trivial and the crucial issues are ignored.

The evaluation data collected from any program is of two types: program data and student data. Program data deals with the management --are sufficient books available; do students get immediate feedback, etc. Student data is collected to determine how well students who enter the program are able to achieve the established goals after receiving instruction. This student evaluation data comes in three areas: psychomotor, cognitive, and affective.

LESSON: IX - 1

Evaluation of Psychomotor Ability

GOAL:

Identify psychomotor statement and describe how each can be evaluated.

CONTENT:

I. Psychomotor behavior is any ability of a student that depends on the use of muscle movement (e.g., hammering, sawing, cutting and pasting, writing, typing, etc.). It is often difficult to separate psychomotor ability from the other areas because we use psychomotor activities (i.e., writing) to measure knowledge or feelings. The critical concern of psychomotor evaluation is that the results not be confounded by the students inability in another area.

II. Psychomotor evaluation must consider whether:

A. Results or processes are being evaluated.

B. Proficiency is to be evaluated.

C. Special conditions are eliminated.

III. Psychomotor ability can only be measured by physical means, (i.e., observation, comparisons, measurement, etc).

WORKSHOP LEADER ACTIVITIES:

I. Have participants identify the psychomotor statements on HO: IX-1 (#4 and #7).

II. Have participants describe how each statement can be evaluated.

III. Have participants write at least two classroom behaviors that are psychomotor and how they can be evaluated.

LESSON RESOURCES:

HO: IX-1 Identifying Educational Statements

HO: IX-2 Psychomotor Statements In Different Areas

Clark, D.C. Using Instructional Objectives in Teaching. Glenview, Illinois: Scott, Foresman and Company, 1972.

MATERIALS:

Sufficient copies of handout materials

RECOMMENDED TIME:

30 MINUTES

Identifying Educational Statements

Classify each statement as to whether it is affective (A), psychomotor (P), or cognitive (C).

1. Choose the better of two solutions to a geometry problem using standards given by the teacher.
2. Exhibit tolerance for others by displaying good manners toward all of those of minority groups.
3. List the names and contributions of the five key curriculum workers as described in class.
4. Properly knit a baby blanket.
5. Score well on the Minnesota Teacher Attitude Inventory.
6. Use instructional principles properly in planning daily lessons.
7. Play table tennis according to rules well enough to beat three inexperienced girls 100% of the time.
8. Correctly recite the Gettysburg Address from memory.
9. Draw a map of the United States.
10. Display interest in high mathematics by voluntarily attending lectures on this topic.

Psychomotor Statements

In Different Areas

1. Run the mile in eight minutes.
2. Perform a swan dive well enough to score at least a 7 from three impartial judges.
3. Type for three minutes without an error.
4. Sew a button on a piece of cloth.
5. Cut a board in two pieces with a hand saw.
6. Construct eight different wood joints.
7. String a violin.
8. Pronounce ten words in French.
9. Change a tire.
10. Draw a circle with a right triangle.

LESSON: IX - 2

Evaluation of Cognitive Ability

GOAL:

Identify cognitive statement and describe how each can be evaluated.

CONTENT:

I. Cognitive behavior is that which requires thought processes. This domain stretches from basic memorization to problem solving.

II. Cognitive abilities are most often measured by writing. However, they can be measured by speaking. Care should be taken to not let cognitive ability be confounded by the procedure used to measure it.

III. Bloom's taxonomy of cognitive ability illustrates all the possible areas of evaluation in this domain.

IV. There are six basic test strategies that can be used to measure cognitive ability.

A. Essay

B. True/false

C. Multiple choice

D. Matching

E. Short answer

F. Fill in the blank

WORKSHOP LEADER ACTIVITIES:

I. Have participants identify cognitive statements from HO: IX-1 (#1, #3, #6, #8, and #9).

II. Have participants identify in which of Bloom's categories each statement falls.

III. Have participants describe how each statement can be evaluated.

IV. Discuss which of the question types are best suited for each of Bloom's categories.

V. Have participants write at least two cognitive statements and describe how they would be best evaluated.

LESSON RESOURCES:

HO: IX-1 Identifying Educational Statements

HO: IX-5 Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain

Clark, D.C., Using Instructional Objectives in Teaching. Glenview, Illinois: Scott, Foresman and Company, 1972.

Lombard, J.W. "Preparing Better Classroom Tests" in the Science Teacher, Volume 32, Number 7, October 1965.

MATERIALS:

Sufficient copies of handout material.

RECOMMENDED TIME:

45 MINUTES

Cognitive Statements

1. Each student will list the elements of pictorial composition.
2. Each student will outline the procedure for establishing a national law from its introduction to its passage.
3. Identify, accurately, the type of rock in six different natural formations.
4. Determine the elements found in an unknown chemical compound.
5. Specify the vitamin deficiency responsible for five different health problems.
6. Prepare a week's menu using all the necessary food groups.
7. Write a complex sentence.
8. Write a musical score of at least five bars.
9. Describe how the height of a tall object may be determined without measuring the object.
10. Translate at least two paragraphs from French to English.

LESSON: IX - 3

Evaluation of Affective Ability

GOAL:

Identify affective statements and describe how each can be evaluated.

CONTENT:

I. Affective behavior is that which deals with a person's attitude, beliefs and feelings.

II. This is the most difficult area to evaluate because it must be done through observation, either directly or indirectly.

III. Affect is measured by an increase in approach behaviors (increased attendance) or a decrease in avoidance behaviors (fewer tardies).

IV. Students must have at least two choices that are free and all cues must be eliminated (teacher's favorite).

V. Standards are determined by identifying the desired affect and specifying what a person would do if he had that affect. From this set of behaviors each affect can be estimated.

For example: Someone who likes math might:

1. Attend every class;
2. Do math in study hall;
3. Participate in class;
4. Attend a seminar;
5. Do outside reading.

Any one of these behaviors would not mean a person liked math but all of them together would. The more that occur the more positive the affect.

WORKSHOP LEADER ACTIVITIES:

I. Have participants identify affective statements from HO: IX-1 (#2, #5, and #10).

II. Identify a positive attitude and determine the behaviors a person would exhibit if he had this attitude.

III. Discuss how each behavior might be evaluated.

IV. Have participants write at least two affective statements and describe how they would be best evaluated.

LESSON RESOURCES:

HO: IX-1 Identifying Educational Statements

HO: IX-4 Affective Statements

Clark, D.C., Using Instructional Objectives in Teaching. Glenview, Illinois: Scott, Foresman and Company, 1972.

Lee, B.N. and Merrill, D.M. Writing Complete Affective Objectives: A Short Course. Belmont, California: Wadsworth Publishing Company, 1972.

Mager, R.F. Goal Analysis. Belmont, California: Fearon Publishers, 1972

MATERIALS:

Sufficient copies of handout material

RECOMMENDED TIME:

60 MINUTES

Affective Statements

1. Appreciate Shakespeare's contribution to literature.
2. Be a good sport during athletic events.
3. Enjoy being with people.
4. Appreciate school.
5. Believes he can succeed.
6. Is a good citizen.
7. Appreciates his natural environment.
8. Enjoys teaching.
9. Wants to be a mechanic.
10. Likes to read.

EXAMPLES OF GENERAL INSTRUCTIONAL OBJECTIVES
AND BEHAVIORAL TERMS FOR THE COGNITIVE DOMAIN

	Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learning Outcomes
KNOWLEDGE	Knows common terms Knows specific facts Knows methods and procedures Knows principles	Defines, describes identifies, labels, lists, matches, names, outlines, reproduces, selects, states
COMPREHENSION	Understands facts and principles Interprets verbal material Interprets charts & graphs Translates verbal material to mathematical formulas Estimates future consequences supplied in data Justifies methods and procedures	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes
APPLICATION	Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs charts & graphs Demonstrates correct usage of a method or procedure	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
ANALYSIS	Recognizes unstated assumptions Recognizes logical fallacies in reasoning Distinguishes between fact and inferences Evaluates the relevancy of data Analyzes the organizational structure of a work (art, music, writing)	Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, sub-divides

	Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learning Outcomes
SYNTHESIS	Writes a well-organized theme Gives a well-organized speech Writes a creative short story (or poem or music) Proposes a plan for an experiment Integrates learning from different areas into a plan for solving a problem Formulates a new scheme for classifying objects (or events or ideas)	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
EVALUATION	Judges the logical consistency of written material Judges the adequacy with which conclusions are supported by data Judges the value of a work (art, music, writing) by use of internal criteria Judges the value of a work (art, music, writing) by use of external standards of excellence	Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports

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